



pilotED Schools

Quality Counts:
Indiana Charter School Program Grant Application
2017-2018

Applicant Entity: pilotED Schools: Bethel Park

Contact Person for Grant: Jacob Allen	Title: Chief Executive Officer
Total Grant Funds Requested: (Up to \$900,000): \$785,794	Total Project Period Months Requested (24-60 months): 29
Application to: <input checked="" type="checkbox"/> Open <input type="checkbox"/> Expand <input type="checkbox"/> Replicate	Expected Date School Will Open, Expand, or Replicate: August 6, 2018
Charter Award Date (indicate if expected): 11/2017	Charter Expiration Date: 11/2024
Proposed Charter School Address: 2710 Bethel Ave, Indianapolis, IN 46201	
Applicant Address (if different than proposed address): 1630 N Meridian St, Suite 450, Indianapolis, IN 46202	
Applicant Telephone: 312-813-0853	Applicant Email: Jacob@pilotED.org
Fiscal Contact	
Fiscal Manager: David Spitz, CPA	Title: Board Treasurer
Telephone: 262-227-5526	Email: david.spitz10@gmail.com

Charter School Board Contact Information	
<p>Board Chair</p> <p>Dr. [Name]</p> <p>[Address]</p> <p>[City, State, Zip]</p> <p>[Phone Number]</p> <p>[Email Address]</p>	<p>Board Secretary</p> <p>[Name]</p> <p>[Address]</p> <p>[City, State, Zip]</p> <p>[Phone Number]</p> <p>[Email Address]</p>

1. Board President: **Ashley Garry**

2. Email: **ashley_garry@lilly.com**

3. Board President Address: **1630 N Meridian St, Suite 450, Indianapolis, IN 46202**

Authorizer Contact Information	
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1. Authorizing Agency:
Indianapolis Mayor's Office

2. Authorizing agency contact person:
Monica Hingst

3. Authorizing agency contact telephone:
317-327-7458

4. Authorizing agency contact email:
monica.hingst@indy.gov

5. Authorizing agency address:
200 E. Washington St, Indianapolis, IN 46204

20 U.S.C. § 5203(d)(3) requires all Charter School Program (CSP) grant applications must be provided to the charter school authorizer and the authorizer must verify that the CSP applicant charter school has notified them of application submission. The signature by the designated official from the charter school authorizer signifies that this requirement has been met.

<u>MONICA HINGST</u>	<u>Academic Performance Analyst</u>
Authorizer Official Printed Name	Title
<u>M Hingst</u>	<u>1/29/18</u>
Signature	Date

MONICA HINGST

M.H. Ingole

Signature

Academic Performance Analyst

1/29/18

Date _____

Assurances

Each participating subgrant recipient does hereby agree to comply with the following assurances (mark each with an X):

X _ 1. Subgrant funds will be expended during the specified grant period; standard accounting procedures will be utilized by subgrant recipients and records of all subgrant expenditures will be maintained in an accurate, thorough, and complete manner.

X _ 2. Subgrant recipients confirm their understanding that funds for implementation activities will be awarded only if they are an open and operating school or have submitted an application to a charter school authorizer and plan to open within 18 months.

X _ 3. Subgrant recipients will participate in all data reporting and evaluation activities as requested or required by the U.S. Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the Indiana Department of Education, annual, independent audits required by the state board of accounts that are publicly reported and include financial statements prepared with generally accepted accounting principles, annual reports, and a final expenditure report for the use of subgrant funds. This section includes participation in any federal or state funded charter school research or evaluations. Failure to submit required information may result in a withholding of grant funds or a non-renewal of subsequent year funding within the project period.

X _ 4. Subgrant recipients will expend implementation funds only for the purpose of implementation activities in a charter school which is nonsectarian in its programs, admissions, policies, employment practices, and all other operations, and which will be in compliance with all Indiana laws and administrative rules regarding staff certification and licensure.

X _ 5. Subgrant recipients will comply with all federal laws including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Part B of the Individuals with Disabilities Education Act, and Uniform Grants Guidance (2 CFR § 200). This section requires each charter school to recruit, enroll, retain, and meet the needs of all enrolled students, including children with disabilities and English learners.

X _ 6. Subgrant recipients will comply with all state and local laws and health and safety requirements applicable to Charter Schools, including but not limited to all laws related to student admissions and enrollment, non-discrimination, data reporting, compulsory student attendance, and accountability.

X _ 7. Subgrant recipients will comply with all provisions of the Public Charter Schools Program of the U.S. Department of Education, including compliance with activities allowable for implementation funds. This section requires compliance with the [Nonregulatory Guidance for CSP funds](#).

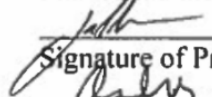
X _ 8. Subgrant recipients ensure that the Charter School will receive funds through programs administered by the U.S. Department of Education under which funds are allocated on a formula basis.

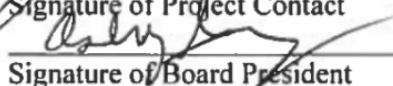
X _ 9. Subgrant recipients shall include important information on the website of the school to help parents and the community to make informed decisions about the education options available to their children, including information on the educational program, student support services, parent contract requirements (including any financial obligations or fees and information regarding textbook assistance), and enrollment criteria. This section requires the

school to provide annual performance and enrollment data for the student body and subgroups of students to the IDOE in order to display on its public database.

X _ 10. It is the responsibility of each Charter School that receives funds under this grant to comply with all required federal assurances. Any Charter School that is deemed to be in noncompliance with federal or state statute and fails to address areas of noncompliance will not be funded. Funded schools will be expected to cooperate with the Indiana Department of Education in the development of certain reports to meet state and federal guidelines and requirements. Funded projects will be required to maintain appropriate fiscal and program records. Funded schools will be required to participate in desktop and on-site monitoring activities. If any findings of misuse of funds are discovered, project funds must be returned to the Indiana Department of Education. The IDOE may terminate a grant award upon thirty days' notice if it is deemed by the Indiana Department of Education that the school is not fulfilling the funded program as specified in the approved project or has not complied with the signed assurances.

I have read the above and agree to all terms and assurances.



Signature of Project Contact


Signature of Board President

01.29.18_____
Date Signed
1/29/18_____
Date Signed

Grade Levels to be Served		
Year (of Grant Implementation)	Grade Levels	Projected Student Enrollment
First Year 2018-19	K-2	243
Second Year 2019-20	K-3	324
Third Year 2020-21	K-4	405
Fourth Year 2021-22	K-5	486
Fifth Year 2022-23	K-6	567
Maximum 2023-24	K-7	648
Student Demographics <i>indicate if actual or expected percentage of total student population</i> Actual X Expected		
Free/Reduced Price Lunch: 80.9%	Special Education: 15.2%	English Learners: 5.1%
Black: 25.5%	Native Hawaiian or Other Pacific Islander: 0%	Hispanic: 31.3%
American Indian: 0%	Multiracial: 7.35%	Asian: .15%
White: 35.7%	Male: 49%	Female: 51%

Funding Requested		
	Month/Year to Month/Year	Funding Requested by Year
Planning (if applicable, prior to opening)	03/18 to 06/18* *Max 18 months	\$190,038* *Max \$300,000 for planning year
Year 1 Implementation	07/18 to 06/19	\$299,715
Year 2 Implementation	07/19 to 06/20	\$296,041
Total (max 5 years, planning + implementation)		\$785,794 Max \$900,000

Charter School Program Areas Contacts	
Students with Disabilities:	Contact Name: Jennica Adkins & Marie Dandie Email: jadkins@pilotED.org & marie@pilotED.org Phone Number: 612-669-9613 & 313-207-3697
English Learners (including Title III):	Contact Name: Jennica Adkins & Marie Dandie Email: jadkins@pilotED.org & marie@pilotED.org Phone Number: 612-669-9613 & 313-207-3697
Title I, Part A:	Contact Name: Jennica Adkins & Marie Dandie Email: jadkins@pilotED.org & marie@pilotED.org Phone Number: 612-669-9613 & 313-207-3697
Title II, Part A:	Contact Name: Jennica Adkins & Marie Dandie Email: jadkins@pilotED.org & marie@pilotED.org Phone Number: 612-669-9613 & 313-207-3697

Management Organization Information		
Will the school work with a charter or educational management organization? Yes <input checked="" type="checkbox"/> No If no, skip to the next page.		
If yes, name the management organization: Employer Identification Number (EIN):		
Is the management organization:	For Profit	Not for Profit
Employees of the school will be:	Employed by the school Employed by the management organization	
<p>Note about management organizations:</p> <p>Charter School Program (CSP) grants are made to charter schools, not any other entity. Regardless of the charter school's relationship with a management organization, the charter school and board retain responsibility for the all aspects of the grant including, but not limited to application submission, budget decisions, and repayment of any misspent funds. Items purchased by the school with CSP funds are and remain the property of the school, not the management organization.</p> <p>Grant applications and budgets may not include any management fees that the school incurs as part of the management contract but may pay for allowable activities carried out by the school or the management organization.</p>		
<p>If applicable, the full contract or agreement with the charter management organization (CMO) or educational management organization (EMO) must be included with this application to ensure it meets the definition of arm's length requirements. In order to be considered eligible, the school must demonstrate that the CMO or EMO has no involvement with the administration of the subgrant. The following factors will be considered:</p> <ul style="list-style-type: none"> a) Whether the charter school's governing board is selected by, or includes members who are employees of the CMO or EMO; b) Whether the charter school has an independent attorney, accountant, and audit firm that works for the charter school and not for the CMO or EMO; c) Whether the contract between the charter school and the CMO or EMO was negotiated at "arms-length," clearly describes each party's rights and responsibilities, and specifics reasonable and feasible terms under which either party may terminate the contract (e.g., the charter does not lose the right to use the facilities) d) Whether the fee paid by the charter school to the CMO or EMO is reasonable for the type of management services provided; and e) Whether any other agreements (e.g., loans, leases, etc.) between the charter school and the CMO or EMO are fair and reasonable, documented appropriately, align with market rates, and include terms that will not change if the management contract is terminated. <p>As a general matter, subgrantees must avoid apparent and actual conflicts of interest when administering grants. For additional information on conflicts of interest, please see Section G of the federal CSP Nonregulatory Guidance.</p>		

Optional Elements: Competitive Preference Priorities (up to 3 additional points)

Applications that address early childhood programs, postsecondary education, or rural area locations will receive preference points when applications are scored.

Element	Addressed within Charter Application (cite page and paragraph/section # or mark N/A and address in next column or additional pages)	Additional Information (may attach additional pages if necessary, cite specific corresponding element number) Note: 2 page limit for optional elements if attaching additional pages.
CPP1: Provide an overview of the early childhood, postsecondary, or rural area model and the expected targets and outcomes targeted at these unique populations Indicate areas of focus X Early Childhood Postsecondary Rural Areas	N/A	As a charter model that put's identity and civic engagement at the forefront of its approaches, we understand the impact of making intentional educational partnerships with early childhood centers to ensure their students arrive to our school both academically and social-emotionally prepared to engage in pilotED's innovative model. It is for this reason that we have created in-depth partnerships with ECE centers such as the Early Learning Center, Red Maple Grove, and others on Indy's Southeast Side. Our partnerships include providing reading materials aligned to our model, sharing curricular resources, and hosting parent programming that will ensure a strong start for pre-school students prior to entering our school.

Required Elements

In order to streamline the application process and to ensure that the application does not duplicate efforts from the charter application to the charter school authorizer, the entity may state where the information regarding the below elements are already available within the charter application. However, if the eligible applicant needs to expand or more succinctly state the charter application in order to attend to all elements for the CSP grant application, then utilize the provided space within the application or attach additional pages.

Element	Addressed within Charter Application (cite page and paragraph/section # or mark N/A and address in next column or additional pages)	Additional Information (may attach additional pages if necessary, cite specific corresponding element number) Note: 30 page limit for required elements if attaching additional pages. Page limit does not include the budget.
1. Provide an overview of the project, including the vision of the charter school and expected outcomes aided by the CSP funds.		
1a) Describe the vision of the charter school.	Mayor's Office of Education Innovation (OEI) Charter Application pg. 5 (<i>see highlighted ¶</i>)	
1b) Describe the particular need for the school within the specific community, and how the community will be informed about the charter school.	OEI Charter Application pgs. 5-7 (<i>see highlighted ¶</i>)	

1c) Describe the curriculum framework to be used in the school, including the key instructional practices and the research base that guides curriculum development.	OEI Charter Application pgs. 8-12 (<i>see highlighted ¶</i>)	
1d) Describe the specific ways in which the educational program will be innovative, unique, and enable all students, including students with disabilities and English learners, to meet or exceed Indiana's challenging academic standards.	OEI Charter Application pgs. 41-48 (<i>see highlighted ¶</i>)	
1e) Describe how the school will developed 21 st century skills or prepare students to be college and career ready in future postsecondary and workplace environments.	OEI Charter Application pgs. 19-23 (<i>see highlighted ¶</i>)	

1f) Describe how the school will sustain activities when CSP funds are no longer needed (use to inform your sustainability budget year)	N/A	<p>As a nonprofit founded in 2013 that ran a successful after-school program prior to proposing its first charter school model, pilotED has been effective in its aggressive efforts to raise funds from private sources to complement future public funds. Since its founding, pilotED's leadership team and Executive Board have run a fiscally-responsible, transparent, and efficient organization. These same practices and principles will continue to be used throughout the charter organization's fiscal management systems.</p> <p>pilotED's leadership team knows that funding limitations from local sources exist and it is for that reason that they have pursued and successfully attracted support from national funders who believe in the mission and vision of pilotED Schools. Such funders and supporters include Forbes Magazine, The Mind Trust, NewSchools Venture Fund, and Echoing Green. We will continue to use a sustainable mix of public and private support to ensure our model run uninterrupted.</p>
2. Provide an overview of the expertise of the charter school developer(s) to open, replicate, or expand the high-quality charter school.		
2a) Identify the key personnel involved in the development and describe their previous experience.	OEI Charter Application pgs. 61-64, 76, 162-189 (<i>see highlighted ¶</i>)	

<p>2b) If selecting to replicate or expand a high-quality school, provide data and analysis that clearly demonstrates the model replication or expansion will deliver strong academic growth and student achievement while displaying no significant issues in operational management (student safety, school finance, or statutory/regulatory compliance) The analysis must reference the school's Annual Performance Report found on DOE Compass (or a similar report if not an existing Indiana model).</p>	<p>N/A</p>	
<p>3. Provide an overview of the charter school goals.</p>		
<p>3a) Describe 3-5 specific, measurable goals to address the academic outcomes of all students that specifically related to activities within the <i>Quality Counts</i> CSP grant and the methods for which the goals will be measured. This must include student achievement data from the state content assessment.</p>	<p>OEI Charter Application pgs. 7-8, 77-81 (see highlighted ¶)</p>	

3b) Describe how the school will ensure all stakeholders, including staff, students, and community are aware of the school's goals.	N/A	<p>Student ELA and Mathematics growth data will be collected through end-of-year (Spring) NWEA and ISTEP+/ILEARN assessments; growth goals are set internally through the assessment software. The Identity Route (IDR) assessment used to measure proficiency in pilotED's Identity curriculum (created internally) is taken in the Spring.</p> <p>Teachers and staff will be coached and evaluated for effectiveness, awareness, and implementation using the Danielson Framework. To ensure that our model is implemented with fidelity across all departments and outreach efforts, our staff will participate in on-going feedback loops with admin, participate in observations, and attend on-going weekly professional development modules centered in our school's academic, cultural, and community-based frameworks.</p>
4) Provide an overview of how the charter school expects to accomplish the goals stated in section 3 with the use of the CSP funding .		
4a) Provide a budget narrative to address each budgeted line item to demonstrate alignment between the grant goals and proposed expenditures.	N/A	See Attachment

<p>4b) Describe how each cost is reasonable, allocable, and necessary in light of the project goals.</p>	<p>N/A</p>	<p>Personnel</p> <p>Our planning year is our highest spending year due to necessary start-up costs associated with our desire to set a strong foundation for subsequent years of a healthy social identity-focused school. To fulfill our organizational goals, pilotED prioritizes finding and developing mission-aligned team members. With the planning year hiring of our Chief Executive Officer, School Principal, Director of Curriculum & Instruction, and our Director of School Culture, we are prioritizing the investment in a departmentalized and sustainable organization. The following sample list of initiatives have been launched and are either completed or in the final phase of completion:</p> <ul style="list-style-type: none"> • Our “bread and butter”: pilotED’s in-house K-8 Social Identity Curriculum • Our trauma-informed learning systems, restorative justice protocols, and positive behavior interventions and supports • Our three-tiered civic engagement model, including the interwoven mental health, legal, and community-based partnerships <p>Supplies & Equipment</p> <p>It is crucial for pilotED’s campus to be well-supplied. Considering that our neighborhood does not have a high-performing school option nor does it have the vibrant community assets needed to propel student success (ie community centers, adequate technology access), pilotED seeks to operate as a community beacon for both the students it serves and for surrounding community members. To do so, we must create an optimal environment for neighborhood engagement, rigorous learning, and sustained teacher morale. Supplies are not simply pencils and crayons, but also word study consumables, geometric manipulatives, well-stocked teacher supply rooms, classroom furniture, and various other necessities. Every supply item is allocated with purpose, intention, and is backed by the mindset of holistic student achievement above all else.</p>
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		<p>Professional Development</p> <p>pilotED is an organization that strives to build capacity for effective teaching, strategic management, and operational success. CSP funding would create start-up opportunities for pilotED teachers and staff to learn and implement best practices from sessions across the country. In addition to groundbreaking pedagogy, one other aspect of teacher learning that pilotED is adamant about is anti-bias, anti-racism, and restorative justice training. To be transformational in the classroom, our teachers need to understand the culture of our students and families and understand the patterns of poverty. Therefore, we will be allocating CSP funds towards our in-house breaking-bias trainings alongside outside facilitations.</p> <p>Family Empowerment</p> <p>CSP funds will also be allocated to help pilotED build capacity for families through pilotED’s Community Institute. Through the Community Institute, pilotED will be able to provide our families and neighbors with resources and trainings they need to inform important decisions in their lives – parenting resources, financial literacy trainings, health services, and identity development training. Knowing that education within our building must be reinforced at home, we intend to invest heavily in our families as allies in their student’s success.</p>
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<p>4c) Describe how the school will develop the required capacity to continue implementation and operation in a high-quality manner after the grant expires</p>	<p>N/A</p>	<p>pilotED has aggressively strategized our school’s financial and academic practices alongside the Kellogg School of Management at Northwestern University. To ensure such financial and academic strategies continue long after this grant expires, our leadership team will focus on the following four strategies:</p> <ol style="list-style-type: none"> 1. Slow Growth Model: Through our strategic student recruitment practices, we will be enrolling an additional 81 students per year until we reach our seventh year of operation with up to 729 students. The CSP grant serves to help pilotED build a robust foundation, which would put us in a healthy financial place in the first three years of fund distribution, but it is not to help us sustain in the long run. However, our leadership is confident that the CSP grant coupled with federal and state funding over the following seven years will lead to long term financial sustainability. 2. Train the Trainer Model: To ensure that pilotED’s external professional development engagements are continually useful, our team has focused on a “train the trainer” model which emphasizes the widespread dissemination of best practices. Rather than regularly sending our entire staff to PDs, we will make sure key leadership team members have attended such PDs and are certified to train others in said best practices. Such a model will move our internal staff learning culture towards sustainable efforts. 3. Conservative Financial Management: pilotED’s Finance Committee, headed by Boeing Sr. Accountant and pilotED Treasurer David Spitz, spearheads the financial management of our organization with a heavy emphasis on long term viability and transparent responsible accounting. From managing cash-on-hand to effectively tracking expenses and fundraised dollars, the Finance Committee is dedicated to ensuring that pilotED does not fall victim to short-term downturns or poor fiscal management. 4. Funding Stakeholder Engagement: With years of experience as a ground-breaking after-school model, pilotED has lead the national
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		<p>conversation on identity development in schools for several years, which has drawn strong interest from funders and supporters across the country. To sustain pilotED's future work, the organization will continue to engage investors in the local educational landscape of Indianapolis, as well as the national discussion on the role of identity in schools. Currently, pilotED receives support from a multitude of organizations such as Forbes Magazine, NewSchools Venture Fund, Echoing Green, Teach For America, and The Mind Trust. It is pilotED's intention to continue to foster these relationships as well as develop new ones to build a more robust network of champions.</p>
<p>5) Provide an overview of the charter school governance plan and administrative relationships.</p>		
<p>5a) Describe the governance structure of the school, including any partnerships with Educational Management Organizations (EMOs) or Charter Management Organizations (CMOS) and why they were selected.</p>	<p>OEI Charter Application pgs. 61-65 (<i>see highlighted ¶</i>)</p>	

5b) Describe how the school operates by explaining how the charter school leaders are empowered to make daily decisions, and how staff within the school organization work together.	OEI Charter Application pgs. 51-52, 55-56 (<i>see highlighted ¶</i>)	
5c) Describe the process to select board members.	OEI Charter Application pgs. 65-66 (<i>see highlighted ¶</i>)	
5d) Describe the governance training for board members, current and prospective.	OEI Charter Application pgs. 65-66 (<i>see highlighted ¶</i>)	
5e) If applicable, describe the relationship between the charter school leadership, governing board, or authorizer with the chosen service providers to ensure no apparent or real conflict of interest would be involved, per (EDGAR) § 74.42. Please indicate “N/A” if no service provider is utilized.	N/A	

5g) Describe how the charter school will ensure timely and accurate data submission for state and federal reporting requirements.	OEI Charter Application pg. 31-34 (Academic & Culture) and pg. 68-69 (Financial) <i>(see highlighted ¶)</i>	
6) Provide an overview of the student recruitment and admissions process .		
6a) Describe the school's recruitment plan, and compliance with Indiana Code 20-24-5.	OEI Charter Application pg. 50 <i>(see highlighted ¶)</i>	
6b) Describe the public lottery process that will be conducted when more students apply than be accommodated.	N/A	Parents are to apply for admission through the Enroll Indy OneMatch system, Indianapolis' new public lottery process that ensures fair admission. In the event that applications for pilotED exceed available seats, families will be directed to their next top choice in the Enroll Indy application or re-apply for the next application deadline. Seats will only become available when a student that is already enrolled formally withdraws from pilotED
7. Provide an overview of how the charter school will meet the needs of educationally disadvantaged students .		

7a) Describe how the school will comply with state and federal law to deliver appropriate services to meet the needs of students with disabilities, low-income students, English learners, homeless, and neglected & delinquent students.	OEI Charter Application pgs. 42-49 (<i>see highlighted ¶</i>)	pilotED is dedicating a team of full-time and on-site professionals led by our Director of Specialized Services to ensure that all services are delivered appropriately for our special student populations. The Specialized Services Team, consisting of the Social Work Coordinator, the Family & Community Coordinator, Special Education Teachers, and the school nurse, will be working full-time to meet the needs of such students. Additionally, pilotED has protocols in place for identifying such students and strong partnerships with external organizations for additional resources, if necessary.
8. Provide an overview of the community outreach activities .		
8a) Describe how parents and the community are involved in the planning and design of the charter school	OEI Charter Application pgs. 42, 66-68 (<i>see highlighted ¶</i>)	
9. Provide an overview of the fiscal management plan .		
9a) Describe the internal controls over expenditures and how records will be maintained	OEI Charter Application pg. 69 (<i>see highlighted ¶</i>)	

<p>9b) Describe the process for managing this particular grant, including decision-making process, creation of the budget, and how items purchased are tracked. Schools working with an external provider must affirm that the charter school leaders are responsible for all aspects of the grant management.</p>	<p>N/A</p>	<p>The Chief Executive Officer (CEO) and Director of Business & Operations (DBO) are working in collaboration to manage the CSP grant. The DBO has prepared the tentative costs for the next three years of operation, has created detailed monthly, quarterly, and annual budgets, adheres to CEO-set timelines for submission, and prepares purchases upon approval from the CEO. Once approved and submitted, the DBO makes the monthly purchases and creates a detailed report at the end of each month to record all purchases, costs, purposes, and future submission dates. Additionally, all purchases are tracked via our online accounting platform.</p> <p>Similarly to grants received within the past 3 years, the DBO and CEO are in charge of submitting timely and accurate reports to the Finance Committee of the Executive Board. With their input and strategic guidance, adjustments and projections are monitored to ensure an effective operation of all financial and grant management systems.</p>
<p>9c) Describe how other state and federal funds will support the effective operation of the school or student achievement, including paying for staff and other related costs beyond initial startup costs support by the CSP grant</p>	<p>N/A</p>	<p>pilotED will receive state and federal funds such as Title I, Title II, IDEA, Basic State Grant, Federal Lunch Program funds, Student State Grants, and Full Day Kindergarten Grants. Funding from these sources will sustainably cover full school operations upon the exhaustion of CSP funding during pilotED's initial startup phase. These grants and funds will support the salaries of pilotED's staff, academic and cultural programming, marketing efforts, student meals, contracted services, facility needs, utilities, maintenance, accounting and all other operational & academic needs.</p>
<p>10. Provide an overview of the facilities to ensure they are safe, secure, and sustainable.</p>		

<p>10a) Describe the school’s facility plan, including how the student enrollment and other available funding will meet the facility needs</p>	<p>N/A</p>	<p>With the average 5-year cost of \$242,000/year (9.26% of ADM funding) to lease the facility from Charter School Development Corp, pilotED is resolute in its ability to provide its students with a safe, cutting-edge, and sustainable facility. pilotED has already secured full facility lending and supplemental grant funding to make the facility a reality for years to come. The facility is located at 2710 Bethel Ave in Indianapolis and will require an estimated 3 months of renovations and upgrades in the Spring & Summer of 2018 prior to its occupancy by students, families, and staff in August 2018.</p> <p><i>See the “Facility Plans” attachment for a thorough analysis of the current space.</i></p>
<p>10b) Describe how the charter school has considered the transportation needs of the school’s students and provide an overview of the transportation plan</p>	<p>OEI Charter Application pg. 73 (<i>see highlighted ¶</i>)</p>	

Required Appendices	
A) Charter Application to Authorizer (New, Replication) or Amendment to Existing Charter (Expansion)	Yes, pgs. 1-239 attached
B) Budget Form/Narrative (use required form)	Yes, see separate attachment for Grant Budget Form and pg. 248-251 for Grant Budget Narrative
C) 2016-2017 Expanded Annual Performance Report (if applicable) or most recent <i>Found at compass.doe.in.gov > Accountability > Annual Performance Report</i>	N/A
D) Proof of non-profit status of the governing board of the charter school or proof that the application for such status has been made	Yes, pg. 161 attached
E) Enrollment or student admissions policy	Yes, pg. 240 attached
F) Agreement or contract between the charter school governing body and the management organization (if applicable)	N/A
G) School's discipline policy. Statute requires discipline policies that promote retention and reduce the overuse of discipline practices that remove students from the classroom	Yes, pgs. 241-247 attached
Additional Appendices	
H) Facility Plans	Yes, pg. 247 attached





pilotED Schools

**Full Application for a
Community Charter School**

Respectfully Submitted to the
Mayor's Office of Education Innovation

October 2017

Dear Mayor Hogsett,

The undersigned individual/organization is considering submitting an application to establish a charter school in Indianapolis. We wish to participate in all forums and receive all information provided to potential applicants by the

Mayor's Office.

Legal Name of Organization applying for charter: pilotED Schools, Inc

Name of proposed school: pilotED Schools: Bethel Park

Applicant's authorized representative: Jacob Allen

Full Mailing Address: 1630 N Meridian St. #450, Indianapolis, IN 46202

Daytime telephone number: 312.813.0853

Email Address: jacob@pilotED.org

Location of School: Bethel Park in Indianapolis' Barrington Neighborhood

School district of location: Indianapolis Public Schools

Anticipated opening date: Fall 2018

Proposed Grade Levels & Total Student Enrollment

	Grade Levels	Maximum Student Enrollment
First Year	K-2	243
Second Year	K-3	324
Third Year	K-4	405
Fourth Year	K-5	486
Fifth Year	K-6	567
Sixth Year	K-7	648
Seventh Year	K-8	729

Is school single-gender or co-educational: Co-educational

If single-gender, please indicate who will be served by the school: Not applicable

Target population: Majority-minority, low-income, and at-risk youth will be served

Brief description of kind of school to be chartered: The proposed charter will be a K-8 elementary school embedded in liberal arts and addressing the social-emotional identity of students through culturally responsive content and deep civic engagement.

Brief explanation of mission of proposed charter school. In one or two sentences, provide a clear statement that defines the purposes and nature of your school:

pilotED Schools empowers the lens through which students perceive themselves and the world around them through the use of an academic model focused on social identity development, a robust civic engagement system, and a rigorous culturally relevant curriculum.

Are you planning to work with a management organization: No

If so, please indicate the name of the management organization: Not applicable

Do you have a new design idea or an existing idea? New design idea

Signature of Applicant's Authorized Representative

Signature

A handwritten signature in black ink, appearing to be "J. H. H.", written over a horizontal line.

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I. VISION

A. Mission

The mission & vision of pilotED Schools is to empower K-8 students in the ways in which they see themselves and the world around them through the use of a school model that embodies social-emotional identity development, a robust civic engagement system, and a rigorous culturally relevant academic curriculum. Through this model, pilotED strives to interrupt generational cycles of poverty.

- We believe all children are capable of academic and lifelong success
- We believe in providing a restorative and productive space for children and teachers to discuss issues surrounding the social identities of themselves and of those around them
- We believe in strengthening the direct link between the empowerment of one's identity and the academic achievement of one's self
- We believe in fostering healthy relationships between staff members and students
- We believe a school building is a community center and should serve as an anchor for all members of the surrounding neighborhood
- We believe our scholars learn best in a school environment that is driven by data
- We believe culturally-relevant pedagogy supports scholars' social-emotional progress
- We believe all students gain a sense of community ownership when civically engaged
- We believe generational cycles of poverty are disrupted when families and community stakeholders are engaged in healthy, bridge-building dialogue

B. Need

With the majority of America's 58 million students attending a school where the development and empowerment of one's "self" is excluded from the academic model, statistics such as a 9% college graduation rate for low-income urban students are becoming commonplace.¹ This dire situation is causing America to lose generations of unique economic strength & innovation from students, their families, and communities. One solution to address this challenge is to build a school that requires teachers to address a variety of academic and social needs of students that are not found in a traditional school model. As both a school and a socializing agent, pilotED looks to provide the counter narrative to other socializing agents (media, family, school, peers, etc.) that contribute to the developing of a negative self-image (and reinforces negative stereotypes of others) that has been pervasive in communities that have been perpetually marginalized and underserved. Moreover, the development of one's adolescent self is correlated to the growth of one's cultural identity, which is nurtured by the political, economic, social, and educational experiences.²

Having attained success with an after-school program, the founders of pilotED Schools aim to extend the same academic and social identity-based model to students in Indianapolis. It is the goal of pilotED to open a school that allows for a social identity-based curriculum to coincide with exceptional instruction and rigorous core academics. At pilotED Schools, students will be afforded the opportunity to explore topics such as their backgrounds & identities, civic engagement methods, and the development of self-advocacy skills. This approach will allow our students to bridge cultural differences and varied backgrounds, while providing students the tools to navigate an increasingly divided society. pilotED is adamant about keeping the door open between the students' lived experiences and what is learned in the classroom. The organization believes that these core principles will not only lead pilotED Schools to the top, but also provide forgotten voices the chance to be heard. It is with this in mind that pilotED Schools has identified Indianapolis' Bethel Park/Barrington neighborhood to establish its first campus to ensure that a neighborhood anchor can exist for students, families, and community members alike.

The Barrington community has one of the highest crime rates, unemployment rates, and drop-out rates in the city.³ According to the data provided by the Indiana Department of Education (IDOE), this neighborhood's demographics show a concentration of pilotED's target student population to be one that is historically underserved and disenfranchised. Specifically, 10 out of 13 schools have over 50% of students participating in the Free and Reduced

¹ Toppo, G. (2017, March 14). Charter schools' 'thorny' problem: Few students go on to earn college degrees. Retrieved from <https://www.usatoday.com/story/news/2017/03/14/charter-schools-college-degrees/99125468/>

² Gollnick, D. M., and P. C. Chinn. 2002. Multicultural education in a pluralistic society, 6th ed. Upper Saddle River, NJ: Merrill.

³ What is Community Wealth Building? <http://community-wealth.org/content/devington-community-development-corporation-dcdc>

Lunch Program, and 12 out of 13 schools serve primarily students of color. After reviewing the statistics, visiting the neighborhood, and meeting with members of the community, the pilotED leadership team concluded that there was a need for a social identity-based and community-centered school model. Barrington, being racially, culturally, and socioeconomically diverse will be immensely impacted by pilotED's school model, where students are not only expected to reach high academic achievement but are also empowered to develop a healthy sense of self and community.

Additionally, pilotED Schools believes it should be a neighborhood hub for more than just the students who attend. The founders of pilotED understand that it takes much more than a single student's educational success to uplift a family and a community. Thriving neighborhoods consist of thriving residents, prosperous businesses, high-performing schools, and other robust communal institutions. The community-centered approach will afford hundreds of families and community members the opportunity to engage in weekly workforce trainings, hold town hall events, civically engage with local leaders, and empower their economic outcomes.

Need Analysis –Bethel Park/Barrington Neighborhood

School Analysis with 2.5-mile radius of proposed school site

Schools	Enrollment	Race/ Ethnicity	FRL pop	SPED	Suspension Rate	Most recent A-F	Other performance data
Frederick Douglass School 19	507	Hispanic: 43.0% Black: 26.9% White: 25.0% Multi-racial: 5.7%	77.9%	17.6%	0.1%	D	ELA: Math:
Eleanor Skillen School	486	Hispanic: 16.9% Black: 13.0% White: 60.7% Multi-racial: 9.3%	72.9%	21%	2.6%	F	ELA: 36.7% Math: 28.7%
William McKinley School 39 (K-6)	552	Hispanic: 18.3% Black: 18.1% White: 57.2% Asian: 0.5% Multi-racial: 5.8%	73.7%	15.4%	0%	B	ELA: 43.4% Math: 38.9%
Southeast Neighborhood School of Excellence (K-8)	540	Hispanic: 23.9% Black: 10.7% White: 52.0% Asian: 0% Multi-racial: 13.3%	85.8%	14.4%	No data	C	ELA: 50.0% Math: 38.5%
Indianapolis Lighthouse Charter (K-12)	902	Hispanic: 11.1% Black: 71.7% White: 12.2% Asian: 0.1% Multi-racial: 4.9%	100%	9.4%	No data	C	ELA: 42.0% Math: 44.7%
Washington Irving School 14 (PK-8)	583	Hispanic: 74.8% Black: 12.7% White: 7.0% Asian: 0.2%	75.3%	13.2%	3.4%	F	ELA: 41.9% Math: 37.3%

		Multi-racial: 5.1%					
Christian Park School 82 (K-6)	435	Hispanic: 21.4% Black: 13.6% White: 59.5% Asian: 0% Multi-racial: 5.5%	82.0%	16.6%	0.2%	F	ELA: 46.3% Math: 43.4%
Harshman Magnet Middle School (7-8)	550	Hispanic: 54.0% Black: 28.9% White: 11.6% Asian: 1.1% Multi-racial: 4.2%	81.5%	16.0%	23.2%	F	ELA: 34.9% Math: 16.8%
George W Julian School 57 (K-8)	150	Hispanic: 41.3% Black: 20.0% White: 35.3% Asian: 1.3% Multi-racial: 2.0%	64.7%	24.7%	2.0%	F	ELA: 37.2% Math: 28.2%
Center for Inquiry 2 (K-8)	402	Hispanic: 10.7% Black: 11.7% White: 67.9% Asian: 2.5% Multi-racial: 6.7%	21.9%	14.9%	0.2%	C	ELA: 75.5% Math: 62.8%
Emma Donnan Elementary and Middle School	392	Hispanic: 13.9% Black: 38.7% White: 39.6% Asian: 0.2% Am. Indian: 0.2% Multi-racial: 7.4%	100%	22.2%	68.6%	F	ELA: 36.8% Math: 30.1%
Paul I. Miller Elementary School	444	Hispanic: 13.7% Black: 45.5% White: 35.1% Multi-racial: 5.6%	75.2%	23.2%	2.8%	F	ELA: 39.8% Math: 20.4%
James Russell Lowell School 51 (PK-6)	444	Hispanic: 38.3% Black: 54.1% White: 6.1% Am. Indian: 0.2% Multi-racial: 1.4%	70.5%	16.9%	0.5%	F	ELA: 31.2% Math: 16.1%

C. Goals

Centered in social-emotional learning, pilotedED Schools strives to create a learning environment in which students are able to develop their identities within a rigorous curriculum they see themselves reflected in. In our first several years of enrollment it is crucial that we are accountable to demonstrating success not simply by the measures with which all academic institutions are judged, but additionally in our core values: Social Identity Development, Academic Excellence and Civic Engagement.

Academic

- 85% of our scholars will demonstrate proficiency on end-of-year Identity Route (IDR) assessments. *
- 75% of our scholars will achieve or exceed growth during the Spring in Reading and Mathematics on the Northwest Evaluation Association MAP assessment as indicated in the Achievement Status and Growth Projection. *
- 75% of students will meet or exceed their EOY growth goal in ELA as outlined by ISTEP+/ILEARN metrics
- 75% of students will meet or exceed their EOY growth goal in Mathematics as outlined by ISTEP+/ILEARN metrics

- 80% of teachers will be graded as efficient or highly efficient, as determined by end of year evaluations.
- 90% of parents will participate in student led conferences.

Non-Academic

- 85% satisfaction rate from our quarterly Teacher-Student Rapport (TSR) climate survey of teachers and students.*
- 85% of students will participate in a civic engagement opportunity as outlined by their grade-specific tiers.*
- 50% of parents will participate in a civic engagement opportunity as outlined by their grade-specific tiers.
- 85% of all students who receive a behavior mark will reach resolution through holistic restorative justice protocols before punitive measures (detention and/or suspension).
- 90% of teachers and students will return each school year due to a strong staff culture and positive environment

These goals reflect our core values and our dedication to creating a school which transforms both the students and community it serves.

*For detailed analysis of School-Specific Goals, including Annual Targets and parameters for assessment, please see Attachment **1.C.1**

II. EDUCATIONAL SERVICES PROVIDED

A. Educational Model

pilotED Schools believes that all students deserve a strong, rigorous education that will ensure global competitiveness, regardless of their zip code or socio-economic status. We believe that a student's mindset, awareness of self, and respect of others are the drivers of their life trajectories. Furthermore, understanding power, privilege, and personal histories allows our students the opportunity to navigate life with a strong sense of identity and self-advocacy. In order to grasp all that a life has to offer, students must be given an academic and social space to develop a healthy identity of success, beauty, and strength despite the outside world's expectations. From here, the student, the family, and the community will experience transformational shifts in outcomes.

pilotED Schools provides a space of continuous reflection, comprehensive education, positive leadership, and critical thinking that will empower our students, teachers, and communities at all times. Our school model and philosophy are based on years of research obtained from high-performing urban schools across the country, scholarly articles, three years of our after-school pilot model's results, and by working alongside exceptional educational talent throughout the nation.

Our educational philosophy is grounded in rigorous academics and a conscious development of the "self." With high quality educators, a positive atmosphere, and exceptional school leadership, our students will become change-agents in their neighborhoods and in this country. pilotED's educational model is designed around the needs of four key "partners" of an urban school: the students, teachers, families, the community. The demands and needs of each group drives the design of core programmatic elements.

Core Values

pilotED's academic and school culture programs are built on three core values: social identity, academic excellence, and civic engagement. These three values lead all recruitment, development, and instruction of our students and staff to ensure a strong culture.

Social Identity

History repeats itself; we know this. We also know that enabling students to discover more about their personal history and the history of others allows them to change their outcomes.⁴ This country is full of stories, perspectives, and neighborhoods whose stories have not been told in our country's education system, until now.

Academic Excellence

High GPAs and graduation rates are happening in urban areas. Academics are crucial to allowing our students the opportunity at becoming independent learners. Through tutoring, in-the-field mentorship, and NWEA/ACT test prep, we will ensure our urban students surpass the academic maturity of their peers elsewhere. Our students must realize that academics are at the center of what it will take for them to reach their dreams.

Civic Engagement

Giving someone tools doesn't fix a broken car. Correlations between civic engagement in schools and political efficacy means that our young urban students are being taught ways to navigate their academic, political, and professional worlds.⁵ This is the reason why we offer the most comprehensive programming of civic engagement skills, public speaking, perspective training, and workshops that empower our young voices, allowing them to forever change the landscape of this nation's many diverse neighborhoods.

Instructional Methods

Outside of the home and family unit, pilotED Schools believes that a school serves as the single greatest factor in providing strength and high-expectations for a student. Our instructional methods are grounded in rigorous academics and a conscious development of the identity. To best support our students' mastery of a K–8 college preparatory and identity curriculum, and to reach the needs of diverse learners, pilotED Schools' educators will use a variety of instructional strategies so that every minute of every day is used to maximize instruction. Through these methods, our students will learn both academically and personally by connecting instruction to cultural relevancy. The following instructional methods are overarching and fundamental to instruction in every class.

The Identity Class and Cross-Curricular Culturally Relevant Content

Central to pilotED's educational model is the inclusion of a comprehensive curriculum aimed at enabling our students to understand their unique identities. According to *Making and Molding Identities in Schools* by Ann Locke Davidson, school level practices influence student's self-perceptions, social interactions, and attitudes toward education, particularly with regard to race and ethnicity.⁶ Students also draw upon various aspects of their identity in different contexts, dependent on external feedback from peers and authorities, and that this construction of identity supports or deters behavior and attitudes necessary for academic engagement and achievement.

Identity development will be achieved at pilotED Schools through dedicated Identity classes. Our Identity class and curriculum (full description of curriculum found in Section II.C.) will seek to guide our students to better understand their unique identities. The content and skills that students master in this class can be carried over into every other aspect of their lives, in and out of school.

- Identity Studies: gender, race, ethnicity, socio-economic status, family structure, ability, language, religion.
- Academic Support Skills: goal-setting, academic prioritizing, time-management, note-taking, reflection, interviewing and admissions prep, professional exposure, financial management, social-emotional learning.
- Civic Engagement Skills: community awareness, violence prevention, self-advocacy skills, public speaking, activism skills, community organizing skills.

⁴ A.L. Davidson, *"Making and Molding Identities in Schools: Student Narratives on Race, Gender, and Academic Engagement."* Albany State University of New York Press, 1996.

⁵ Schulz, Wolfram and Fraillon, Julian, "Students' participation in and valuing of civic engagement at school" 2012.

⁶ Davidson, Ann Locke. *Making and Molding Identities in Schools*. Albany: State University of New York Press. 1996

pilotED will reinforce this content through the inclusion of culturally relevant material in students' core subjects. This could look like a culturally-relevant book in Reading class or a discussion of why the sickle cell trait is more common in African Americans in Science class. Our Identity teacher will collaborate weekly with teachers to assist in including culturally-relevant material into each and every unit taught at the school.

pilotPods

pilotED Schools will implement Guided Reading and Math methods utilizing competency-based small groups which we call *pilotPods*. Guided Reading and Math in pilotPods is an instructional strategy in which the teacher mentors a small group of students through a specifically identified skill based on those students' levels. No more than six scholars will be in each pilotPod, allowing for more direct and personalized instruction. In addition, these groups allow students to access more relevant content at their level, with a small student to teacher ratio, accelerating growth and results.⁷ pilotPods use engaging lessons, interactive practice, adaptive assessment, extensive scaffolding for struggling learners, and endless opportunities for upward differentiation to create a completely discovery-based instructional platform for all populations of students.

pilotPods will be homogeneously grouped based on students' reading levels with data gathered from the Learning Continuum at Northwestern Evaluation Association (NWEA) and interim assessment results. During the guided reading time block, scholars that are not in a small group with the teacher, rotate to other various targeted skilled literacy (or Math) Pods that promote development and mastery of a variety of skills. These Pods, while not teachers-guided, will also include leveled content for each student grouping, reinforcing personalized learning. After a set amount of time (20-30 minutes), student groups will rotate to a new Pod, and the teacher will pull a new small group of students. This model will affirm the identity of our students, their culture, competency, and provide them with leadership and accountability skills at a young age. A sample of Pods for each subject can be seen below (this is in no way an exhaustive list of possible Pods):

Reading	Math
Teacher-led small group	
Vocabulary	Skill Work (addition/multiplication fast facts)
Writing (sentence/paragraph structure)	Measurement and Data
Read-to-Self or Paired Reading	Manipulative Work
Listening Center	Game
Instructional Technology	

In addition to their use in weekly Reading and Math blocks, half-day Fridays will be used to incorporate this model across the entire school. By scheduling so that every class is conducting pilotPods at the same time, our teachers will be able to create flexed groupings of students across grade-level bands to better accommodate the individual needs of our students. In this system, students may move between classes in different grades (i.e. a 2nd grader moves to a 5th grade classroom or a 4th grader moves to a 3rd grade classroom) to create truly competency-based groupings.

Culturally Responsive Instruction

At pilotED, teachers seek to empower students not only through dramatic academic growth, but also through legitimizing their identities. To ensure that our teachers are committed to this belief, we will be evaluating their cultural responsiveness as an educator based on the following key features.

In 2000, Professor Geneva Gay wrote that culturally responsive teaching connects students' cultural knowledge, prior experiences, and performance styles to academic knowledge and intellectual tools in ways that legitimize what students already know. By embracing the sociocultural realities and histories of students through what is taught and how, culturally responsive teachers negotiate classrooms cultures with their students that reflect

⁷ Johnson, Angela. *Homogenous Grouping and its Effectiveness in the Elementary School Setting*. Department of Education. Carson-Newman University. May 2016

the communities where students develop and grow. This is no small matter because it requires that teachers transcend their own cultural biases and preferences to establish and develop patterns for learning and communicating that engage and sustain student participation and achievement.⁸ For a detailed outline of best practices in culturally responsive instruction see **Section 3.B. Human Capital**.

- Communicate high expectations
- Actively engage your students in learning
- Facilitate learning
- Understand the assets and capabilities that students' families bring to their parenting
- Anchor your curriculum in the everyday lives of your students
- Select participation structures for learning that reflect students' ways of knowing and doing
- Share control of the classroom with your students
- Engage in reflective thinking and writing
- Explore personal and family histories
- Acknowledge membership in different groups
- Learn about the history and experiences of diverse groups
- Visit students' families and communities
- Visit or read about successful teachers in diverse settings
- Develop an appreciation of diversity
- Participate in reforming the institution

Blended Learning

The literacy/computation tools used during guided reading/math will require the use of tablets and tiered blended learning curricular material. pilotED's students will be trained at the beginning of each year and at various points throughout the year on how to appropriately use the technology in the classroom. Prior to any new curriculum material being implemented, staff will be trained during our weekly PDs. To fully implement our instructional methods, we anticipate utilizing the following technology:

- Tablets (pilotPod use)
- School-wide wireless internet
- Projectors
- Smart Boards
- Laptops (student word processing & various computer-based assessments)
- Electronic curriculum and associated online tools (Zearn Math, RAZKids)

Civic Engagement

As one of pilotED's core values, civic engagement will permeate into every class. While civic engagement is often facilitated in schools through the use of infrequent, contrived activities, pilotED will aim to mobilize our students every day. Students are expected to complete a minimum number of designed civic engagement activities each quarter. These activities include school clean-up, peer mentorship or acting as the Principal or Office assistant just to name a few (see **Attachment 1.C.4**). Civic engagement activities can be facilitated by classroom teachers, but more often than not, can be carried out by support staff (aides, Specials teachers, administrators) with granted permission from the student's classroom teacher. Additionally, our civic engagement system extends past just our students, to include parents and families (for full description, see Section II.E. Supports for Learning).

However, pilotED Schools believes that civic engagement should go much further than these activities if it is meant to have a lasting impact. As such, civic engagement skills taught explicitly in the Identity class (explained above), such as public speaking, self-advocacy, and community organizing are reinforced through activities in student's core subject areas. This may look like analyzing texts regarding the differencing approaches of Martin Luther King Jr. and Malcolm X during the Civil Rights Movement in Social Studies, or researching and debating issues of water quality in

⁸ Data adapted and compiled from G. Gay. "Culturally Responsive Teaching: Theory, Research, and Practice." Columbia University- Teachers College Press, 2010. and E.B. Kozleski. "Culturally Responsive Teaching Matters!" Equity Alliance, 2014.

Flint, Michigan in Science. Students will practice and master these skills throughout their years in pilotED, ensuring that when they leave our school, they will do so with the tools necessary to act as change-makers.

Interactive Notebooks

Starting at the 3rd grade level, students will begin keeping interactive notebooks in their core subject areas; to start this will include just Reading and Math, by the time students reach 5th grade, these notebooks will also be used in Science and Social Studies. Interactive notebooks are purposefully structured notebooks, created by students to take notes and complete assignments. These notebooks rely on careful organization and note-taking, allowing students to practice and refine these skills at an early age. Additionally, interactive notebooks allow teachers to easily differentiate instruction to accommodate many learning styles and intelligences of students.⁹

Socratic Method

When the school transitions to block scheduling and a departmentalized middle school model at the 5th grade level, students will have spent five years in classrooms developing their literacy skills, preparing them to move forward with Socratic seminar. In this model, pilotED students listen closely to the comments of their peers, think critically for themselves, and are able to articulate their own thoughts and their responses to the opinions of their peers. At the primary level teachers will guide students through the Socratic seminar and lead the majority of class, gradually releasing the class to a full Socratic seminar by the time scholars are in 8th grade.

Other Methods

In addition to the overarching instructional methods listed above, pilotED will also draw best practices from texts such as Doug Lemov's *Teach Like a Champion*, Paul Bambrick-Santoyo's *Great Habits*, *Great Readers*, and *Driven by Data*, Stephen Covey's *The 7 Habits of Highly Effective People*, and Kagan *Strategies: The Essential Five for Cooperative Learning* to establish and refine best practices in day-to-day instruction in the classroom. For a description day-to-day instructional methods please see **Attachment 2.A.1**.

Annual School Calendar

pilotED's year-long academic calendar was created keeping in mind the demands and workload of both our students and teachers throughout the year. Our calendar is comprised of four quarters, each about 10 weeks in length, resulting in 191 total days of instruction. Structured around the Indianapolis Public Schools calendar, each quarter will be broken up by an extended break to ensure that students and teachers avoid burn-out and get the most out of each instructional day. We strive to limit the detrimental effects of summer loss, which disproportionately affects low-income and minority students, by having longer breaks throughout the year with a shorter summer break.¹⁰

In the Fall and Spring (between Q1 and Q2 and between Q3 and Q4 respectively), there will be a two-week long break in normal instruction. During the first week of this break, students that have been identified for remediation from Interim assessments will receive five days additional days of instruction utilizing our pilotPod model. Smaller class sizes and targeted instruction to specific areas of deficiency will allow students to catch-up to their peers and ensure that they are prepared for the upcoming curriculum. Teachers and aides will be required to instruct during one of these Intersession breaks; enrichment and civic engagement activities will also be made available by volunteering staff and community members for students not participating in classes during this Intersession week.

The final quarter of pilotED's school year is intentionally one-week longer to both counteract many instructional days interrupted by standardized testing and avoid adding additional days due to weather cancellations during other times in the year. Depending on available funding, a summer intersession will also be offered to students in the weeks following the last day of school. Teachers and staff will be trained in pilotED systems and practices during a 3-week pilotCamp/professional development series each summer in the weeks preceding the first day of school. A detailed, proposed school calendar can be found in **Attachment 2.A.2**.

⁹ Kenny, R. & Schroeder, E. E.. The integration of learning strategies in interactive multimedia instructions. 1994.

¹⁰ Gladwell, Malcolm. *Outliers : The Story of Success*. New York. Little, Brown and Co. 2008.

Student Schedules

A typical school day at pilotED Schools begins at 7:30AM for teachers and 8:00AM for students. During the day students receive roughly five and a half hours of direct classroom instruction in the core subjects (Reading, Mathematics, Science and Social Studies), Specials (Gym, Art, Foreign Language and Tech) and Identity. All students are dismissed at 4:00PM each day, with after-school enrichment activities and child care offered to families that need it.

In addition to our hours of academic instruction, an important characteristic of our schedule will include non-academic time to allow students time to make connections with teachers and classmates and break from the day. These non-academic minutes include:

- *Morning Meetings (primary) & Homeroom (middle)*: Morning meetings and homeroom blocks are used prepare the class for the day of instruction ahead. In addition, this time can be used to make announcements, collect forms, and align student energy prior to instruction.
- *Afternoon Meetings*: Used in the primary grades, this time allows teachers an opportunity to regroup with students, make announcements/reminders for the upcoming day, and pass out any forms to go home.
- *Calm Classroom*: This research-backed program teaches students mindfulness techniques which allow them to reengage and focus on classwork. In the primary grades time has been built into the schedule after lunch and recess to perform these practices. While time is not built into the middle school schedule, it will be the teacher's discretion if they feel implementing components of this program could be beneficial.
- *Clubs*: pilotED believes that students should have time throughout the week to explore other interests outside of their core academic subjects. Clubs will be led by teachers, aides or other staff members who have an interest or expertise within that clubs' theme.
- *Civic Engagement*: Opportunities for students to participate in civic engagement activities will be facilitated throughout the school day, during non-academic time (recess, Clubs, AM/PM meetings) or academic time with approval from the classroom teacher (e.g. a student finishes an assessment early and asks to go assist in cleaning up the cafeteria).

The use of a longer school day from Monday to Thursday is intentional to allow for half-days on Fridays without losing any valuable time of instruction; these half-days serve an important purpose in pilotED's innovative pilotPod model of instruction. Large blocks of time will be utilized to accommodate the flex groupings and small group instruction fundamental to this model (more information on pilotPods can be found earlier in section II.A.). In addition, this flexibility in scheduling will allow teachers and aides to hold clubs, enrichment and civic engagement opportunities for students each Friday. In the afternoon on Friday, staff meetings, professional development, data analysis and collaboration for the following week among teachers, aides and administration will take place.

Samples of primary and middle grade level schedules can be found below. For a full break-down of all schedules please see **Attachment 2.A.3**.

Primary Schedule (K-4)

Primary students, in Kindergarten to 4th grade, will spend their day in self-contained classes with time allotted for core subjects, transitions, breaks and specials. pilotED acknowledges that an 8-hour school day is lengthy for our youngest students, and our primary schedule has been adjusted to reflect this fact. Each day includes non-instructional minutes in the form of morning and afternoon meetings and Calm Classroom right after lunch to allow students time to break mentally and build relationships with their teacher and classmates.

Sample Primary Schedule – 1st Grade

Time	M/W	T/R	F
7:30	Breakfast		
8:00	Morning Meeting		
8:15	Reading	Reading	pilotPods – Reading/Writing
9:00			

9:30			
10:00	Writing	Writing	
10:30	Recess		
11:00	Lunch		
11:30	Calm Classroom		pilotPods – Math
11:45	Math + Identity*	Math	
12:00			
12:30			Dismissal
1:00			
1:45	Specials	Specials	
2:00			
2:30	Social Studies	Science	
3:00			
3:30			
3:45			
4:00	Dismissal		

*The Identity class will occur in a 30-minute block during the class indicated; because there will only be one Identity teacher at the school this time will differ for each class

Instructional Minutes Breakdown:

Subject	M/W	T/R	F	Weekly Totals
Reading	105	105	105	525 minutes/8.75 hours
Writing	30	30	30	150 minutes/2.5 hours
Mathematics	90	120	60	480 minutes/8 hours
Science	0	75	0	150 minutes/2.5 hours
Social Studies	75	0	0	150 minutes/2.5 hours
Identity	30	0	0	60 minutes/1 hour
Specials	45	45	0	180 minutes/3 hours

Middle School Schedule (5-8)

When students reach 5th grade, they will transition to semi-departmentalized classes in a block schedule. Students will attend 90-minute blocks of Reading, Mathematics and Science daily and the three homeroom teachers in each grade level will reflect these subjects. In addition to their core subject, each homeroom teacher will have their homeroom class for Social Studies and Writing. These blocks will be planned between the grade-level team each Friday, but it will be the responsibility of each teacher to internalize and present these lessons to their respective homerooms. It is our belief at pilotED that this additional time will help our middle school students and teachers build meaningful and lasting connections among their homeroom classes.

Differing from the primary schedule, middle school students also receive 45 minutes in their Identity classes and have the option to participate in Clubs or Civic Engagement activities on Fridays in addition to the school-wide pilotPod instructional time.

Sample Middle School Schedule – 6th grade

Time	M/W	T/R	F
7:30	Breakfast		
8:00	Morning Meeting		
8:15	Specials	Specials	pilotPods – Reading
8:30			
9:00	Reading	Reading	pilotPods – Math
9:30			
10:00			
10:30	Social Studies	Identity	Clubs/Civic Engagement
11:00		Writing	
11:30			

12:00	Recess	Recess	Lunch
12:30	Lunch	Lunch	Dismissal
1:00	Math	Math	
1:30			
2:00			
2:30	Science	Science	
3:00			
3:30			
4:00	Dismissal		

Instructional Minutes Breakdown:

Subject	M/W	T/R	F	Weekly Totals
Reading	90	90	75	435 minutes/5.25 hours
Writing	0	30	0	60 minutes/1 hour
Mathematics	90	90	60	420 minutes/5 hours
Science	90	90	0	360 minutes/6 hours
Social Studies	90	0	0	180 minutes/3 hours
Identity	0	60	0	120 minutes/2 hours
Specials	45	45	0	180 minutes/3 hours

Day in the Life – Student

Aaliyah wakes up around 6:45AM each morning to begin preparing for the school day. After eating a quick breakfast and gathering her things, she leaves with her brother Jaylin, also a pilotED student, to wait for the bus. Waiting for Aaliyah and her brother when they arrive at school is Principal Dandie, greeting each and every student as they walk in the door. Other students arrive with them and head inside to get breakfast. Since Aaliyah and Jaylin ate at home they go to take a seat in their class line. Aaliyah sees her 5th grade homeroom teacher enter the gymnasium and take her position at the front of their line. Just before 8:00AM, Principal Dandie leads the students in recitation of the school's mission and reminds students about the upcoming Community Night at the school that week.

Aaliyah and her class leave the gymnasium with their homeroom teacher. After putting their bags away, they enter Mr. Hanson's science classroom. They begin their day with Morning Meeting by taking a seat on the carpet in the center of the room. Although it seems kind of childish to Aaliyah, she has to admit she enjoys this time to greet other students and have an opportunity to share. Next the students are reminded of important classroom announcements and new class jobs are assigned; this month Aaliyah get to be the door holder. Finally, Aaliyah's favorite part, the class plays a quick game of Zip-Zap-Zop and then, smiling, return to their seats to begin the day.

The time is now 8:15 and Aaliyah and her class begin science class. Aaliyah never liked science before starting at pilotED, but here it's one of her favorite classes. Mr. Hanson often plans fun and interesting lab activities for Aaliyah and her classmates instead of just taking notes or reading. Having spent the past weeks learning about cell structure and function and how it relates to cancer, today is different. Mr. Hanson informs them they will be looking at a real-world example of cancer cells, rooted in social justice. Students learn about Henrietta Lacks, and the undisclosed use of her cancer cells in research, in addition to the biological process that helped create the HeLa cell line, still used in medical research to this day. After completing a short reading, Aaliyah and her table partner discuss how this case study relates to things they learned in their Identity class in the months and years before.

After their first block, Aaliyah and the rest of the 5th graders transition to their designated Specials for the day. Today, Aaliyah's class has gym and she is happy for the small mental break in the day. With Specials complete, Aaliyah and her classmates pack-up and transition to their next class, Math, across the hall. Aaliyah has always struggled with Math and likes that on Friday's in this class she gets the entire class period to work with her classmates in small groups (pilotPods) on the things she needs to work on the most. For the past week, Aaliyah's class has been learning how to calculate the volume of rectangular prisms and today, each student is given a ruler and tasked with finding the volume of as many objects in the classroom as possible.

Finally, it is time for the class to go to lunch and recess. Their Math teacher drops them off and Aaliyah sees Mr. Laster, the Director of School Culture, and their Gym teacher supervising lunch and recess for that day. During recess Mr. Laster asks Aaliyah to come with him as a member of the peer jury at pilotED. This group of 5th and 6th graders was selected to learn about the Restorative Justice system at the school to help to settle minor behavior issues with students. Today, two 3rd grade students in the previous lunch block got into an argument and ended up throwing food at each other. The peer jury determines that they should be responsible for helping clean the gym that day, and each morning after breakfast for the rest of the week. In addition, the students request that the 3rd graders spend some time completing a relationship-building activity (like a quick basketball game) to help move past the incident and hopefully begin to build a friendship that could prevent the same thing from happening in the future.

After lunch, Aaliyah and her class transition to their third 90-minute block of the day, which in this case is Reading. This week, the class began the book *Esperanza Rising*; in class, they spend their time discussing Point-of-View and decoding new vocabulary, but Aaliyah and her table group also discuss how the plot of the story relates to issues in immigration and discrimination they discussed last quarter in their Identity class. As they wrap up their Reading, their teacher urges them to wait until the next day when they will have a class discussion to address these connections.

Having completed their 3rd Block, Aaliyah and her class return to Mr. Hanson's room for their final Block of the day. Despite being back in their homeroom class, students are not here for Science, but instead Aaliyah's favorite class at pilotED: Identity. In their previous class that week students took personality assessments and brainstormed potential career options for themselves. Today, their teacher tells them, they are going to review the results of these surveys and discuss how gender plays a role in career paths. Students compare data taken from all of the pilotED 5th and 6th graders and are pressed to think about jobs they see as usually for only men or women. They learn about how the number of boys and girls who aspire to be president as children is equal, but as time goes on this number changes. Her teacher leads a class-discussion as to why students think this happens, although by 5th grade, the students do far more talking than the teacher.

For a short block after their Identity teacher leaves, students return to writing with Mr. Hanson. Today, they review evidence-based writing and complete a short assignment reflecting on the content in the preceding Identity class. Aaliyah thinks about her friends who said they wanted to be nurses instead of doctors and the fact that most of her teachers have been female to complete the writing prompt.

By this point, Aaliyah and her classmates are more than ready to wrap up the day as they pack-up their things and transition to the gymnasium with Mr. Hanson for dismissal. Upon arriving in the gymnasium, Aaliyah remembers that she volunteered as a "walker" as a Civic Engagement activity. As parents come to pick up their students, Aaliyah helps to walk the younger Kindergarten and 1st graders to their cars safely. Finally, once all of the younger students have been pick-up, Aaliyah picks-up her younger brother and the pair leave the school for the bus, excited to return the next day.

Teacher Schedules

Daily schedules at pilotED Schools were created with the demands of teachers, both in and out of the classroom, in mind. In creating these schedules, we strive to ensure that our teachers, like our students, have an appropriate amount of time throughout the day and week to prepare for lessons, grade, complete data analysis and collaborate.

All teachers (K-8) spend roughly six hours each day with their students in both instructional and non-instruction time (Morning Meetings, Calm Classroom). The other time is reserved for prep and break time, allowing our teachers adequate time each week to prepare for their lessons. A detailed breakdown of this time for both Primary and Middle School teachers can be seen below:

Classroom Teacher Prep-time Breakdown:

- 1 hour daily: Lunch break/prep (all teachers)
- 45 minutes daily (except Friday): Grade-level prep (all teachers)
- 30/45 minutes every other day: Individual prep during Identity class (all teachers)
- 1-3 hours weekly: School-wide prep time (after Friday Professional Development)
 - *Teachers will have any remaining time on Fridays (minimum 1 hour) depending on the amount of PD materials and school-wide tasks for that week*
- **Total = 10 to 12.5 hours every week**

Specials teachers will have an additional 45-minute prep every day to reflect their salary and larger number of classes. During our first years (until the school is enrolled K-6), Specials teachers will not yet have a full class schedule. As such, these teachers will assist in classrooms throughout the school during these times, pulling small groups, assisting with standardized assessments, supervising Restorative Justice and Civic Engagement activities and supporting lunch and recess blocks. As there are no Specials or Identity classes on Fridays, these teachers will support the pilotPod program by pulling small groups, running Clubs for students, and performing any other relevant responsibilities.

Day in the Life – Teacher

Ms. Adams arrives each day no later than 7:30AM to make copies for her morning classes and get to the gym to receive her students by 8:00AM. She tries to get there a few minutes early to greet her students as they enter the building and identify if they have eaten breakfast already; although she always keeps granola bars in her room since she knows inevitably someone will come in late and will still need food. After the school-wide meeting and announcements, she leaves with her 1st grade class to begin their day of instruction.

As her students gather around the carpet, Ms. Adams makes a mental note of students that are absent or running late. Students share out about how they are feeling that day and then play a round of Simon-Says before returning to their seat. Ms. Adams notices that Maurice, who is normally excited to participate, is quiet this morning. Knowing about his difficult home situation, Ms. Adams sends a quick Slack message to the school Social Worker and Mr. Laster, the Director of School Culture, to see if one of them can check in with him that morning, as she may not have a chance to until Recess.

After completing Morning Meeting with her class, like the rest of the Primary teachers, she begins the instructional day with Reading. Depending on the day, Ms. Adams may find herself leading a classroom discussion, providing direct instruction on a new topic or pulling small groups while other groups of students complete leveled activities in other areas of the classroom. Today, the class is completing a Read-Aloud using a Lee and Low book which highlights modern Mayan culture in Central America. Before starting the book, Ms. Adams takes a moment to show the students where Guatemala is on the map and pictures of what the scenery and people there look like. After listening to the story, students complete a short activity in groups to reconstruct the important plot points. During this work-time, Ms. Adams pulls a small group of students she expects will struggle with this activity to work with more intimately, while the 1st grade TA circulates around the classroom to monitor and assist the other table groups.

After, she notices her students' attention waning and decides to complete a short Calm Classroom activity to re-center their attention before moving to their Writing block. Today, students are practicing their handwriting by copying vocabulary terms from the book they just read.

After completing their Reading and Writing blocks, Ms. Adams transitions her students to their designated recess location for the day; today, her students are going to the gymnasium while another class goes outside and the final 1st grade class stays in the classroom. During the transition, Ms. Adams cues her students to walk in a single file line, providing quick praise and redirections to students. Ms. Adams arrives at the gymnasium and find Ms. Adkins, the Director of Curriculum & Instruction and the Art teacher ready to supervise the students so Ms. Hanson and the other 1st grade teachers can take their first break of the day. Students will be busy with recess and lunch for the next hour, giving the teachers plenty of time to eat their own lunch, recharge and prepare any materials they might need

for the second half of the day. Before starting her break, Ms. Adams takes a moment to check back with Maurice to make sure that everything is okay and finds his mood improved since their Morning Meeting.

Ms. Adams returns to the lunch room at 11:30 to pick up her students and return to the classroom. Understanding that her students are far more energetic now, Ms. Adams takes them through a Calm Classroom activity, returning the students' focus after an hour of non-instructional time. Next, it is time to transition into their Math block where students work in small groups and with the teacher to solve leveled problems. Today, students are practicing simple addition and subtraction problems. Ms. Adams, understanding the importance of personalized learning, has printed several leveled problem sets which she passes out to students accordingly. Students work through the problems using the Kagan structure of Rally Coach, in which one student coaches the other through the problem, while Ms. Adams circles the room to supervise and address questions.

Today, the Identity class will also take place during the Math block. Already familiar with this routine, Ms. Adams quickly transitions the students from their Math lesson, putting their Math materials to the side for the time being, and directs their attention to the Identity teacher. During the 30-minute Identity lesson, Ms. Adams has a second prep period of for the day, which spends observing one of the other 1st grade teachers, Ms. Barnes; Ms. Adams has been having some problems classroom management during group work time and this time provides an invaluable opportunity to observe another teacher's pedagogy.

Having completed the Math block, it is time for the class to transition students to their designated Specials class for the day; today, her students have Foreign Language, which means they simply need to put away their classroom materials while Ms. Adams passes out their Spanish folders. During this time Ms. Adams returns to Ms. Barnes' class to discuss the time she observed in her classroom. Knowing this observation was taking place, the Director of Curriculum Instruction is also present so the three educators can also develop a plan for Ms. Adams to incorporate the instructional strategies she observed in her own classroom. After their meeting, all three 1st grade teachers meet to collaborate and plan for their lessons in the upcoming week.

After Specials, Ms. Adams transitions her students back to the classroom to begin a 75-minute block Science. Understanding that by the end of the day students are mentally ready to check out, Ms. Adams always tries to collaborate with her grade-level partners to plan hands-on investigations, project-based learning and meaningful classroom discussions. Today, students are learning about reactions. Using simple kitchen ingredients, Ms. Adams takes the class through a safe and simple lab activity where students draw and describe chemical reactions.

At 3:45PM, having completed all of their instructional minutes for the day, Ms. Adams conducts a short Afternoon Meeting with students, preparing them to both end that school day and come back ready to work the next day. At 4:00PM all teachers transition students to the gymnasium to be picked up by parents, older siblings or the bus. After all of her students are picked up, Ms. Adams returns to her classroom to make copies for the next day. While she's working, a 4th grade student comes in and asks if she would like help straightening up and cleaning her classroom; he's helping after school that day as a part of his civic engagement requirement. At 4:15, feeling that she is fully prepared for the next day, Ms. Adams exits the building and goes home.

B. Academic Standards

Fundamental to the implementation of pilotED's rigorous academic curriculum is the inclusion of academic standards that create alignment with core curriculum and assessments to ensure that our students are prepared to reach the next grade and exceed in college and beyond. pilotED Schools will implement both Indiana State Standards and Common Core Standards in our English Language Arts (ELA) and Mathematics curriculum. While there is a significant degree of cross-over between these two standards sets, Common Core Standards have been included to add additional rigor and engagement for students. Common Core Standards have also been added due to their alignment with pilotED's core curricula for ELA and Math: EngageNY. pilotED will be intentional in the creation of

year-long scope and sequence plans to ensure that both standards sets are addressed. A comparison of Indiana State and Common Core standards has been included (**Attachment 2.B.1**); these comparison charts will be created for ELA and Math for every grade level to address discrepancies between the standards in scope and sequence and unit planning. Our academic standards do not simply outline an academically rigorous program but also ensure our students are confident contributing members of society and are sophisticated enough in their thinking to navigate the complex 21st century world around them. While technology is important for student learning, we also know that social complexities are ever-growing and our students must successfully move through these complexities.

Outside of ELA and math, Indiana State Standards will also be used for all other subjects; science, social studies, specials (art, foreign language, gym). In addition, Next Generation Science Standards (NGSS) will be used to supplement the Indiana State Standards in science; comparison of standards to adjust scope and sequence will occur in the same manner as ELA/math. pilotED is currently developing grade-level standards for our in-house Identity curriculum. These standards will be modeled after the Teaching Tolerance Grade Level Outcomes (**Attachment 2.B.2**) and will align with grade-level specific Indiana Social Studies standards. Furthermore, the instruction of our English Learner (EL) students will be guided by the use of WIDA standards for English Language proficiency and attainment.

Exit Standards

While the Indiana State and Common Core Standards provide teachers a road map and framework for all of the content and skills to be taught throughout the year, pilotED Schools will utilize exit standards to measure student mastery and preparedness to complete each academic year and our academic program as a whole. These overarching standards listed below for ELA and Math have been created using both the key outcomes from the grade-level standards and the ISTEP+ Assessment Blueprint (these may be updated in conjunction with the new ILEARN standardized assessment). Exit standards for the Identity class were created using the Teaching Tolerance Grade Level outcomes, and will continue to evolve to include specific content and context regarding social identity as our curriculum develops.

8th Grade ELA Exit Standards

Strand	Exit Standards
Literature	<ul style="list-style-type: none"> - Read a variety of literature within a range of complexity appropriate and interact with texts proficiently and independently - Analyze and make inferences about literary elements and themes while citing explicit and inferential textual support - Summarize literature text to support analysis - Use knowledge of literary structure and point of view to provide analysis of literature - Determine or clarify the literal and nonliteral meanings of words and phrases and their uses in literature - Compare and contrast the structure of two or more related works of literature and analyze how the differing structure of each text contributes to its meaning and style - Analyze how works of literature draw on and transform earlier texts
Non-Fiction	<ul style="list-style-type: none"> - Read a variety of nonfiction within a range of complexity and interact with texts proficiently and independently - Analyze the development of a central idea over the course of a text - Analyze how a text makes connections and distinctions among individuals, events, and ideas - Summarize nonfiction text to support analysis - Provide analysis of text features, structures, and author's perspective - Analyze how the author acknowledges and responds to conflicting evidence or viewpoints - Delineate and evaluate argument and claims; assess whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced - Analyze multiple presentations of information; Evaluate the advantages and disadvantages of using these different mediums

	<ul style="list-style-type: none"> - Interpret and analyze persuasive and propaganda techniques in media. - Determining or clarify the literal and nonliteral meanings of words and phrases and their uses in nonfiction texts
Vocabulary	<ul style="list-style-type: none"> - Acquire and use accurately grade-appropriate general academic and content-specific words and phrases - Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression - Use context to determine or clarify the meaning of words and phrases - Distinguish among the connotations of words with similar denotations - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word - Interpret figures of speech (e.g., verbal irony, puns) in context
Writing	<ul style="list-style-type: none"> - Write routinely over a variety of time frames for a range of tasks, purposes, and audiences - Write arguments in a variety of forms that, introduce and support claims with logical reasoning and relevant evidence, while using effective transitions, establishing a consistent style and tone appropriate to purpose and audience - Write informative compositions in a variety of forms that introduce a topic clearly, develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations and choose language and content-specific vocabulary that express ideas precisely and concisely - Write narrative compositions in a variety of forms that engage and orient the reader by establishing a context and point of view, organize an event sequence that unfolds naturally and logically, using a variety of transitions to convey sequence and signal shifts from one time frame or setting to another and provide an ending that follows from and reflects on the narrated experiences or events - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events - Apply the writing process to plan and develop, draft, revise, rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent - Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently - Use and/or identify grade-level appropriate Standard English conventions
Speaking and Listening	<ul style="list-style-type: none"> - Listen actively and adjust the use of spoken language to communicate effectively with a variety of audiences and for different purposes - Engage effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly - Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources - Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence - Present claims and findings, emphasizing salient points using a variety of presentation methods and multimedia
Media Literacy	<ul style="list-style-type: none"> - Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture - Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation - Identify and analyze persuasive and propaganda techniques used in messages by electronic, print and mass media, and identify false or misleading information

8th Grade Math Exit Standards

Strand	Exit Standards
Number Sense and Computation	<p>Show proficiency in solving grade-level problems involving:</p> <ul style="list-style-type: none"> - Rational and irrational numbers - Properties of exponents - Square roots of numbers - Multi-step real world problems involving rational numbers - Scientific notation
Algebra and Functions	<ul style="list-style-type: none"> - Solve multi-step linear equations fluently - Represent real-world problems using linear equations and solve such problems - Compare properties of two linear functions - Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions - Understand that a function assigns to each x-value (independent) exactly one y-value (dependent), and that the graph of a function is the set of ordered pairs (x,y) - Construct a function to model a linear relationship between two quantities given a verbal description, table of values, or graph - Approximate the solution of a system of equations by graphing and interpreting the reasonableness of the approximation
Geometry and Measurement	<ul style="list-style-type: none"> - Identify, define and describe attributes of three-dimensional geometric objects (right rectangular prisms, cylinders, cones, spheres, and pyramids). - Solve real-world and other mathematical problems involving volume of cones, spheres, and pyramids and surface area of spheres. - Verify experimentally the properties of rotations, reflections, and translations. - Describe a sequence that exhibits the congruence between two given congruent figures. - Solve problems involving the Pythagorean theorem and use inductive reasoning to explain the Pythagorean relationship. - Solve problems including dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
Data Analysis, Statistics and Probability	<ul style="list-style-type: none"> - Solve problems using scatter plots to investigate patterns of association between two quantitative variables - Solve problems using scatter plots to demonstrate linear association, informally fit a straight line, and describe the model fit by judging the closeness of the data points to the line - Write and use equations that model linear relationships to make predictions in real-world situations - Find probabilities of compound events (independent and dependent) using methods, such as organized lists, tables, and tree diagrams - Solve problems using the multiplication counting principle and apply it to situations with a large number of outcomes
Mathematical Process	<p>Demonstrate grade-level proficiency in the mathematical process standards:</p> <ul style="list-style-type: none"> - Make sense of problems and persevere in solving them - Reason abstractly and quantitatively - Construct viable arguments and critique the reasoning of others - Model with mathematics. - Use appropriate tools strategically - Attend to precision - Look for and make use of structure - Look for and express regularity in repeated reasoning

8th Grade Identity Exit Standards

Strand	Exit Standards
The "Me"	<ul style="list-style-type: none"> - Understand and value individual identity, talk about family and describe membership in various group identities - Demonstrate deep understanding of own family history and culture - Analyze overlapping identities and articulate how no group identity on its own can fully define an individual's identity - Stand up for oneself and others when faced with exclusion, prejudice and discrimination, especially when it is unpopular to do so - Evaluate the certain advantages and disadvantages granted to all people (in one way or another) based on who they are and/or where they were born. - Demonstrate pride in individual personal identities without perceiving or treating others' identities as inferior. - Apply an understanding of the treatment of personal identity groups to evaluate and understand personal lived experience. - Identify personal biases toward specific identity groups and recognize past instances of being either the perpetrator or victim of bias.
The "You"	<ul style="list-style-type: none"> - Inquire about the history and lived experiences of others, through respectful questions and careful and nonjudgmental listening - Communicate respectfully with someone when his or her words or actions are biased or hurtful or in the event of a disagreement - Use evidence and empathy to argue multiple sides of an argument, even if it does not fully align with individual beliefs - Identify and evaluate common stereotypes of specific social identity groups - Demonstrate ability to relate to individuals as such, and not as a representative of their group identities - Relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences - Apply cultural fluency to engage respectfully in a diversity of settings while still maintaining individual identity
The "Us"	<ul style="list-style-type: none"> - Accurately describe how individual background is connected to the collective history and culture of people with the same identity group membership - Analyze the ways in which the treatment of specific identity groups in the past and present shapes their group culture and identity - Develop a plan to work with friends, family and community members to make the world fairer for everyone - Plan and coordinate actions against injustice in order to achieve measurable goals - Summarize how biased words/behaviors and unjust practices, laws, and institutions, limit the rights and freedoms of people based on their identity groups. - Identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world - Delineate between traits of the dominant culture, home culture and other cultures - Compare and differentiate meanings of community and neighborhood and create an asset analysis of personal community

Graduation/Promotion Policies

It is the ultimate goal of pilotED Schools to ensure that every student leaves our building with all the knowledge and skills necessary to succeed in life. While our organization does not believe in social promotion, we also recognize the

damaging effect retention can have on students, especially in their primary years.¹¹ As such, pilotED will first employ a number of intervention techniques to ensure that our students are proficient and prepared to enter the next grade by the end of the school year, using retention only as a last resort if it is apparent that promoting a student would not be in their best interest.

The following data will be considered in the promotion and possible retention of our students:

- Weekly grades/formative assessment scores (provided through MasteryConnect)
- Progress Reports/Report Cards
- School-wide assessment scores (NWEA, Fountas and Pinnell, ILEARN)
- Attendance Records
- RTI Tier movement/record of interventions
- Behavior reports (provided through Kickboard)

Students will first be flagged for possible retention at the end of the 2nd Quarter (mid-year). These students will be identified based on one of the following criteria:

- Average of less than 65% proficiency in both Reading and Math on Q1/Q2 Report Cards; OR
- Below the 20th percentile on Fall/Winter NWEA in Reading or Math; OR
- More than 10 absences per quarter

Students that are identified for possible retention mid-year, will receive a formal letter from the school. In addition, a meeting will be scheduled with the student's parent/guardian and the school administration to discuss possible retention and develop a plan for intervention. The MTSS team will also coordinate to create a plan and provide any necessary academic or behavioral interventions.

Through the remainder of the school year, teachers will work together in small groups on a bi-weekly basis during Friday PDs to ensure that all students eligible for retention are moving forward in their learning. Additionally, teachers and the MTSS team will monitor and identify other students that may be in danger of retention based on their performance Q3 and Q4. Teachers and administrators will hold end-of-year meetings for each student to determine if retention is necessary. The same criteria for mid-year identification will be used, in addition to any other relevant data which may have impacted the student's performance. If funds allow, students may also be recommended for Summer Intercession for remediation as an alternative to retention.

C. Curriculum

pilotED Schools believes that all students deserve a strong, rigorous education that will ensure global competitiveness, regardless of their location or socio-economic status. Furthermore, we believe that a student's mindset and identity are the drivers of their life trajectories. Understanding power, privilege, and personal histories, allows our students the opportunity to navigate life with a strong sense of identity and self-advocacy. This type of asset-based thinking is critical for students who live in a society where social institutions and systems have historically failed to empower individuals with similar identities. It is with these values in mind that pilotED has constructed its core curriculum.

¹¹ Hong, G., & Yu, B. (2007). Early grade retention and children's reading and math learning in elementary school. *Educational Evaluation and Policy Analysis*, 29(4), 239-261.

In conjunction to our unique in-house Identity curriculum, our academic curriculum is aligned to Indiana State Standards and grounded in rigorous instruction and a conscious development of the “identity of self.” In addition to these ideals, pilotED is committed to developing a curriculum which utilizes resources with proven results for low-income and minority students.

Core Curriculum Development – EngageNY

The core of the scope and sequence for pilotED’s K-8 curriculum will be rooted in the use of EngageNY for both English Language Arts (ELA) and Mathematics. EngageNY is an online platform and curriculum program designed to guide teachers through Common Core curriculum alignment and provide ample resources for classroom instruction. As stated in Section II.B. (Academic Standards), alignment with Common Core standards allows this curriculum to cover that vast majority of Indiana State ELA and Math standards for our students. In addition, content covered through the EngageNY ELA curriculum crosses into both Science and Social Studies content areas, also serving to cover and reinforce Indiana State standards in these subjects. Examples of scope and sequence, sample lessons and standard alignment through EngageNY, can be found in **Attachment 2.C.1.**

pilotED Schools is creating both the scope and sequence for grades K-8 in all subjects and year-long unit plans for grades K-2. Scope and sequence will align to cover all Indiana State and Common Core standards and ensure that material is covered in line with interim assessments. In subsequent years, a team of pilotED teachers will be contracted over the summer to develop new unit plans for the added grade (i.e. 3rd grade for Year 2) and refine established unit plans based on their success in the preceding year. This team will consist of the Director of Curriculum & Instruction (DCI) and a master teacher from each grade level that can speak to the effectiveness of the curriculum.

While unit plans will be created, pilotED believes in leveraging the full creativity and expertise of our teachers in creating their own daily lesson plans. Teachers will receive explicit professional development in lesson plan format and content, and how to utilize EngageNY effectively in creating lessons. Teachers will submit their lesson plans to be reviewed by the School Principal and/or DCI on a weekly basis; teachers requiring additional supports and development will be identified through these checks. In addition, teachers will also submit pilotPod lesson plans, detailing the groups and content to be taught when this instructional strategy is being utilized. To ensure that the needs of all students are being met, teachers will collaborate with both the Special Education and English Learner teachers to include best practices in serving our diverse learners. In addition, teachers will be required to provide evidence of differentiation in their lesson plans; plan pilotPod lessons, which address specific student needs in small groups; and submit their plans to the Special Education and EL teacher weekly, so they can plan lessons which reinforce ideas being taught in class. A sample of primary grade ELA Daily Lesson plan and pilotPod lesson plan can be found in **Attachment 2.C.2.**

While EngageNY will be used as the framework for our year-long curriculum design, pilotED will also utilize a variety of other resources to supplement this content. These resources will enhance the content of the EngageNY program, allow for differentiation of instruction in class and in our pilotPod model, and reinforce the content taught in pilotED’s Identity curriculum. These supplementary materials for Math and ELA, as well as the intended curriculum resources for other core subjects (Science, Social Studies, Identity) are listed below.

Our Primary Curriculum (K-2)

pilotED Schools’ goal is to ensure that all students are able to read and write at or above grade level by the end of first grade or after they have been with us for two years. Our students develop decoding and reading fluency, as we lay the foundation for their expression of critical thought through writing. The K-2 schedule devotes over 140 minutes daily to our literacy program, including daily lessons in phonics, guided reading, reading comprehension skills and strategies, reading aloud, vocabulary development, word study, writing, handwriting, and grammar.

pilotED Schools’ Math program will be grounded in inquiry and also be structured around the Indiana State Standards, in an effort to foster a conceptual understanding of key ideas, procedural and conceptual computation

skills, and critical thinking regarding the laws of arithmetic to provide clarity, specificity and fluency. It is the belief of piloted that students learn best through hands on problem solving activities involving real world problems, which builds engagement and conceptualization.

Subject	Resources and Curriculum	Rationale
ELA	<ul style="list-style-type: none"> - Lucy Calkins Reading Comprehension Curriculum <i>Units of Study for Teaching Writing</i> - <i>Handwriting Without Tears</i> - Fountas and Pinnell Phonics and Word Study Lessons - Reading A-Z/RAZKids - Lee and Low books 	<p>Lucy Calkins Reading Comprehension Curriculum <i>Units of Study for Teaching Writing</i> is a series built on decades of teaching and research—in tens of thousands of schools. In states across the country, this curriculum has already given young people extraordinary power, not only as readers, but also as thinkers, yielding dramatic results.</p> <p>Handwriting Without Tears has been taught to millions of students and research supports the active teaching of handwriting. Recent findings demonstrate that writing by hand improves creative writing skills and fine motor skills. Elementary students have been found to write more and faster by hand than when keyboarding. With the adoption of CCSS, the emphasis and expectations placed on classroom note-taking and expository writing is more important than ever.</p> <p>Fountas and Pinnell Phonics and Word Study Lessons provide phonemic awareness explicitly taught through visual, auditory, and tactile cues. Students learn to identify letters, then phonemes associated with letters, and finally to use phonics to read and write.</p> <p>Reading A-Z/RAZKids give students individualized practice and allows students to work at their own pace, while also providing mastery data for teachers to use to inform instruction.</p> <p>Lee and Low Books is an independent publisher specializing in multi-cultural texts for students from Pre-K to 12th grade.</p>
Math	<ul style="list-style-type: none"> - Eureka Math - Zearn Math - IXL Math 	<p>Eureka Math, which is the backbone for the EngageNY Math curriculum sequences the mathematical progressions into expertly crafted modules. This Common Core aligned resource also provides educators with professional development, books, and support materials to supplement EngageNY.</p> <p>Zearn Math is a digital tool, aligned to Eureka Math/EngageNY to support teachers in reaching each student with personalized learning every day. Students engage with videos, digital check points, and paper and pencil notes to help students transfer their learning from the screen to the real world. Teachers will use this tool to target whole group and individual instruction through remediation, extension, and deeper dives into complex problems.</p> <p>IXL Math is an online platform for individualized and differentiated math instruction. With unlimited questions, engaging item types, and real-world scenarios, IXL Math will be used to supplement the pilotPod model.</p>
Science	<ul style="list-style-type: none"> - Amplify Science 	<p>Amplify Science blends interactive, hands-on activities with digital learning to engage and inspire students to think like scientists and engineers. This curriculum is fully aligned to NGSS and includes kits, manipulatives, digital software, books and formative assessments.</p>
Social Studies	<ul style="list-style-type: none"> - myWorld Social Studies by Pearson 	<p>myWorld Social Studies by Pearson, connects social studies content and literacy instruction with materials that are streamlined, flexible and cognitive of modern classrooms. The digital instruction is</p>

	<ul style="list-style-type: none"> - National Education Association (NEA) 	<p>seamlessly integrated by providing blended learning that is engaging, effective, and easy to use.</p> <p>NEA is committed to advancing the cause of public education by providing teachers with lesson plans relevant to the demographic of the students the teacher serves.</p>
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Our Intermediate Curriculum (3-4)

The third through fourth grade literacy curriculum will primarily focus on fostering a love of reading and mathematics by transitioning from “learning to read” to “reading to learn.” Beginning in third grade, scholars will begin to consciously develop an awareness of identity in themselves, while catapulting their literacy and mathematics skills. This will effectively coincide with narrative writing and through studying basic statistics related to their personal identities. Scholars will be introduced to and study narratives written by a wide variety of authors with different ethnic and cultural backgrounds.

Subject	Resources and Curriculum	Rationale
ELA	<ul style="list-style-type: none"> - Lucy Calkins Reading Comprehension Curriculum <i>Units of Study for Teaching Writing</i> - <i>Accountable Talk</i> - Words Their Way: Word Study in Action - Developmental Model - Fountas and Pinnell Leveled Literacy Intervention (LLI) - Lee and Low books 	<p>Please see rationale of Lucy Calkins and Lee and Low books in the primary table.</p> <p>Accountable Talk has been shown to result in robust academic achievement for students of all economic, social, and linguistic backgrounds.</p> <p>Words Their Way supports the CCSS’s Reading Foundational Skills and Language Standards in grades K–5. The depth and breadth of word knowledge developed through the Words Their Way approach to word study also supports the Common Core’s emphasis on students’ reading more complex literary and informational texts.</p> <p>Fountas & Pinnell’s LLI Program consists of small group, supplementary literacy intervention designed for students who find reading and writing difficult. This will be done for scholars in grades 2-5.</p>
Math	<ul style="list-style-type: none"> - Eureka Math - Zearn Math - IXL Math 	<p>Please see rationale of Eureka Math, Zearn Math and IXL Math resources in the primary table.</p>
Science	<ul style="list-style-type: none"> - Amplify Science 	<p>Please see rationale of Amplify Science curriculum in the primary table.</p>
Social Studies	<ul style="list-style-type: none"> - myWorld Social Studies by Pearson K-5 - National Education Association (NEA) 	<p>Please see rationale of myWorld Social Studies by Pearson in primary table.</p> <p>Please see rationale of NEA in primary table.</p>

Middle School Curriculum (5-8)

The fifth through eighth grade ELA curriculum will primarily focus on texts and subjects written by authors from a variety of ethnic and cultural backgrounds to develop fluency, analytical skills, and reinforce a positive sense of identity. In an effort to promote student voice and agency, scholars will be required to keep a personal journal of reflections encountered during the middle years. The writing prompts will be based on media relevant to current events or different cultures, or a prompt that promotes creative thought and awareness of self and environment. Additionally, the mathematics program will build on integration with the science program so that students can affirm their identities through engineering feats, statistical analysis, and understanding the world around them through a mathematical lens.

Science at the middle school level will emphasize hands-on, inquiry-based activities which allow students to develop critical thinking skills reinforced throughout the rest of pilotED's curriculum. Collaboration between Social Studies and Identity teachers at the middle school level will be used to align standards and objectives (i.e. students will learn about the historical background of the 13th amendment in Social Studies, and then later discuss its connection to mass incarceration rates in the U.S. in their Identity class).

Subject	Resources and Curriculum	Rationale
ELA	<ul style="list-style-type: none"> - Lucy Calkins Reading Comprehension Curriculum <i>Units of Study for Teaching Writing</i> - CommonLit - Culturally relevant novels 	<p>Please see rationale of Lucy Calkins in the primary table.</p> <p>Common Lit delivers high-quality, free instructional materials to support literacy development for students in grades 5-12. This resource will be used to supplement the EngageNY curriculum and provide differentiated texts for pilotPods.</p> <p>All novels will affirm the identity of the students pilotED Schools will serve and provides cultural relevancy. (i.e. <i>Marching for Freedom</i> by Elizabeth Partridge, <i>Caramelo</i> by Sandra Cisneros, <i>Life of a Slave</i> by Frederick Douglas)</p>
Math	<ul style="list-style-type: none"> - Eureka Math - Zearn Math 	Please see rationale of Eureka Math, Zearn Math and IXL Math resources in the primary table.
Science	<ul style="list-style-type: none"> - Amplify Science – 5th only - Science Education for Public Understanding Program (SEPUP) – 6th-8th - NewsELA 	<p>Please see rationale for Amplify Science in the Primary table.</p> <p>SEPUP is an innovative and issues-based science curriculum for middle school (6-8) students. SEPUP uses NGSS-aligned interactive modules to engage students in relevant societal issues in science.</p> <p>NewsELA is a free online platform with leveled texts on current events in a number of subjects. Science articles from this website will be used to supplement the SEPUP curriculum.</p>
Social Studies	<ul style="list-style-type: none"> - myWorld History and myWorld Geography by Pearson (6-8) - National Education Association (NEA) - NewsELA - Facing History and Ourselves 	<p>myWorld History and myWorld Geography from Pearson will be used grades 6-8 to address all Indiana State middle school Social Studies standards.</p> <p>Please see rationale of NEA in primary table.</p> <p>NewsELA is a free online current events platform, which features leveled Social Studies texts. These articles will be used to supplement our Social Studies curriculum and ensure that our students are aware of relevant current events.</p> <p>Facing History and Ourselves is an online platform which is aimed at engaging students in discussions regarding examples of oppression and discrimination throughout history, using free online lesson and book sets.</p>

Identity Curriculum

Curriculum Design

pilotED is developing and will implement a comprehensive Identity curriculum which will enable students to develop their identities and become change-agents within their communities and within this nation. pilotED Schools looks to empower students in a holistic manner that allows them to develop their identities and futures, rather than inherit the ideals inflicted upon them other cultural narratives. In creating this K-8 curriculum, pilotED will draw upon similar programs which emphasize social-emotional learning and the most recent research in social identity development. Identity class structure will be centered around discussion and reflection, providing ample time for students to develop multiple components of their identity such as (but not limited to) race, gender, family structures, geography, ability and socio-economic status.

The Native American Community Academy (NACA) is a highly regarded institution in New Mexico and practices implementing identity studies at all grade levels in their school. NACA's curriculum focuses on the empowerment of Native identity and aims to ensure that their students are societal positive change-agents. Similarly, the demographic served by NACA reflects pilotED Schools' proposed demographic of populations have been historically marginalized and oppressed. NACA's first goal is to build confidence in their youth through their students' cultural identities, which they believe will then lead to their second goal of encouraging their students to persevere academically. The NACA curriculum also places heavy emphasis on drawing literacy skills from text and authors that represent their student demographic, as pilotED Schools does by making every subject culturally relevant to our student population. pilotED Schools will look to mirror what works best in NACA's programs of instruction, while incorporating best practices for our targeted community (**Attachment 2.C.3**).

pilotED Schools will also utilize several partners as resources in developing a highly effective Identity curriculum. As one of pilotED's board members, Dr. Anita Thomas, Dean of the College of Applied Behavioral Sciences at the University of Indianapolis, has done extensive research on culture and identity and will help to advise and review our curriculum as it develops. In addition, pilotED administrators will seek out professional development opportunities through numerous organizations to identify and embed best practices in identity development in our curriculum. Some of the organizations pilotED plans to work with are listed below:

- University of California Suzanne Dworak-Peck School of Social Work: cultural biases, social justice
- Minnesota Center for Humanities: absent narratives, community engagement, relationship building between educators, parents, and students
- Urban Education Institute of Chicago: research based methodologies in high performing urban education
- Crossroads: collaborative culture, student empowerment, mentoring
- Umoja: Restorative Justice, social-emotional learning

In creating a comprehensive and impactful Identity curriculum, pilotED Schools understands that our student population will represent a wide variety of backgrounds and we recognize our responsibility to address all of these identities. As such, pilotED's curriculum will strive to create a system of inclusion through discussions of all cultures, all races, all ethnicities, all economic castes, and issues of injustice all around the world. Our students will be challenged in class to argue multiple sides of an argument, analyze ethical gray areas and explore the ignorance and misunderstandings that divide members of our society. Through this, pilotED will teach our students empathy and understanding of all people, which is essential to the full development of their own identity. In order to achieve this, pilotED's entire staff (not just the Identity teacher) will receive extensive professional development in culturally relevant and anti-bias teaching (see Section III.B.).

Curriculum Development

Leveraging best practices from the organizations and resources listed above, pilotED schools will begin development on a comprehensive K-8 curriculum through the combined efforts and collaboration of the School Principal, Director of School Culture (DSC) and DCI. Understanding that numerous organization have already begun creating and implementing such curricula, we will utilize these resources when appropriate. Several organizations provide unit plans and lesson plans which pilotED Schools can draw from in the creation of our curriculum.

- Lee and Low Books – independent publisher specializing in multi-cultural texts for students from Pre-K to 12th grade. Lee and Low will be providing books for all pilotED students with corresponding lesson plans. These books will also be used to supplement our ELA curriculum and pilotPod model. A sample Reading Guide and Lesson Plan can be found in **Attachment 2.C.4**.
- Teaching Tolerance – complete lesson plans, learning plans, perspective texts, student tasks, and film kits aimed at educating students in diversity, racial bias and inclusion. Example found in **Attachment 2.C.5**.
- Minnesota Center for Humanities – complete Absent Narratives curriculum, including lesson plans and teaching guides centered around culture, identity and bias. Sample lesson in **Attachment 2.C.6**.
- Teaching for Changes – collections of lesson plans, articles and books aimed at addressing social justice issues with students while drawing back to real-world issues.
- Center for Restorative Process – collection of lessons aimed at teaching educators and students the

purpose and practices behind circle-keeping and other restorative processes.

pilotED is currently in development of comprehensive grade-level standards for our Identity class that reflect our core values: academic excellence, social identity and civic engagement. These standards will include both content and skill objective for students' grades K-8 and will utilize the Teaching Tolerance Grade Level Outcomes as a guide (**Attachment 2.B.2**). Building on these grade-level standards, pilotED Schools plans to complete the scope and sequence for each grade, in our Identity curriculum for students K-8 no later than the summer before opening. Upon opening, unit plans for our first school year will be completed for grades K-2; scope and sequence for grades 3-8 will be available at this time, however full unit plans for these grades will be created each summer intersession as that grade is added (a sample Identity class lesson plan can be seen in **Attachment 2.C.2**).

D. Assessment

In order to constantly monitor the efficacy of pilotED Schools' programs of instruction, we will make use of diagnostic/benchmark, formative, and summative assessments. These assessments will be comprised of a combination of standardized and teacher-created material.

Diagnostic/Benchmark Assessments

pilotED teachers will utilize diagnostic assessments at the start of the school year to accurately students' current levels. These same assessments will also serve as benchmark data throughout the year to monitor and update pilotED teachers on their student growth. Data will be used to identify students' prior knowledge, create leveled pilotPod groups, and determine appropriate individualized goals for every student.

Assessment	Description	Used By
Fountas and Pinnell	The Fountas and Pinnell Benchmark Assessment System (BAS) is designed to assess students' independent reading level in regard to comprehension, fluency, letter names, phonics, word analysis, vocabulary, and writing. In this assessment, students will read books which follow a specific gradient of difficulty until the student's level is identified. This assessment was selected for teachers to identify students' unique literacy needs and create leveled instruction. Due to our ELA instructional technology being leveled to F&P, this test will ensure that students are working at an appropriate level on these platforms.	K-8 students (or until student surpasses level Z) Primary (K-4) and ELA (5-8) teachers and teacher aides
NWEA MAP	NWEA's Measures of Academic Progress (MAP) creates a personalized assessment for each student by adapting to each student's level in real-time. Assessment data from the MAP assessment include student levels and growth goals, as well as class averages in Reading, Math and Science within 24 hours from students completing the test. The NWEA Learning Continuum provides teachers with a detailed understanding of what skills and content each student knows and what they need to work toward. As such, the MAP assessment is used diagnostically in the Fall and Winter to determine student's current level (used in pilotPods).	K-8 students (Reading and Math), 3-8 students (Science) Primary (K-4) and ELA/Math/Science (5-8) teachers and teacher aides
WIDA ACCESS	The WIDA ACCESS is an assessment used to track English language proficiency of students grades K-12. Administered at the beginning and periodically throughout the school year, this assessment will help to identify and track the progress of our English Learners (ELs).	Kindergarten and newly enrolled students (1-8), ELL students (K-12) ELL teachers and aides

Formative Assessments

Formative assessments are used regularly throughout the year to assess students' mastery of grade-level standards and for data-based decision-making in regard to curriculum pacing. pilotED teachers will utilize formative

assessments to adjust the rigor and type of learning activities throughout each lesson and unit. Furthermore, by aligning formative assessments to Indiana and Common Core standards, students will be prepared for questions and content they will encounter on the state-wide assessments which contribute to pilotED's end-of-year rating.

Assessment	Description	Used By
Daily Exit Tickets	Teachers will use exit tickets on a daily basis in each class to assess students' mastery of the content taught that day. These exit tickets can range dramatically in format and content depending on the standard being assessed. Teachers will create exit tickets independently or utilize questions pulled from Reading and Math curriculum. Teachers will utilize data from these exit tickets to determine student mastery and plan for future lessons (i.e. proceed in lesson, re-teach, small group)	All students All teachers
Friday Assessments	Assessment blocks built into the schedule will be utilized to assess students on content taught throughout the week. These quizzes can be teacher generated or created through questions in the Reading and Math curriculum. Teachers will use data from these quizzes in a similar manner to exit tickets in order to inform instruction for the week(s) ahead. Longitudinal analysis of data from these assessments can also be used to identify students in need of academic RTI interventions.	All students All teachers, aides
MasteryConnect Assessments	MasteryConnect assessments will be used about once per month to determine what students know and have learned in regard to specific standards. These assessments will be created in-house using MasteryConnect's question bank and aligned to our Reading and Math curriculum, allowing teachers to monitor student progress on these specific standards.	All students Primary teachers, ELA and Math teachers (5-8)
Instructional Technology Assessments	Students will regularly engage with assessments through our online platforms in Reading and Math during pilotPods. These assessments help to monitor student progress through the online programs, ensuring that students are being challenged at their current level. Teachers will check in with student progress through these programs and administrators can analyze year-long data from these assessments to make decisions about technology programs used in the future.	All students All teachers, aides, administrators

Summative Assessments

pilotED will utilize summative assessments to determine individual student and school-wide achievement of educational goals over the course of an instructionally relevant period of time. The time frame may be the end of a unit, end of quarter interim or the completion of the school year. These assessments will be utilized to determine student growth and mastery of pilotED's curriculum and state-wide grade-level standards.

Assessment	Description	Used By
Final Unit Assessments	Unit assessments will be used to demonstrate student's understanding and mastery of the skills and content covered throughout an entire unit. Content and format of these assessments will vary by grade, subject and content material.	All students All teachers
Interim Assessments	Interim assessments will be developed in-house for all grades and subjects through collaboration by teachers and administrators, utilizing EngageNY and MasteryConnect content. These assessments will take place before each seasonal break and results will inform changes to curriculum and instructional practices in the next quarter to improve or maintain positive student outcomes.	All students All teachers (excluding Specials and Identity teachers)
ILEARN (to replace ISTEP+ by 2019)	The Indiana Learning Evaluation Assessment Readiness Network (ILEARN) is a standardized assessment used to measure proficiency in Reading, Math, Science and Social Studies. Students will take the ILEARN during the latter half of the school year. This assessment will inform decision-making in regard to academic programs and serve as a school-wide measure of proficiency and growth.	All students grades 3-8 Primary teachers (3-4), ELA/Math teachers (5-8), Science teacher (6), Social Studies teachers (5, 7)

IREAD/IREAD3	The Indiana Reading Evaluation and Determination (IREAD) assessment is used to assess and monitor students' proficiency and literacy in the primary grades. The IREAD3 assessment is used to measure foundational reading skills of students in grade 3, ensuring that they can read proficiently before entering grade four. pilotED schools will utilize the IREAD assessments to prepare and monitor student's literacy leading up to their promotion to grade four.	K-2 students (IREAD), 3rd grade students (IREAD3) Primary teachers (K-3)
National Assessment of Educational Progress (NAEP)	The National Assessment of Educational Progress is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. Students will take the NAEP assessment annually to assess proficiency in the subjects of Reading, Math and Social Studies.	4 th /8 th grade students All 4 th grade teachers 8 th grade Reading and Math teachers
NWEA MAP	Although already discussed in the Diagnostic section, the NWEA MAP assessment will also be used as a tool to track overall student growth throughout the year and school-wide growth from year-to-year. Analysis of EOY NWEA data will provide pilotED teachers and administrators with an accurate measurement of the success of our academic programs and will inform decision-making regarding these programs in the following academic year.	K-8 students (Reading and Math), 3-8 students (Science) Primary (K-4) and ELA/Math/Science (5-8) teachers and teacher aides
Identity Route (IDR) Assessment	In order to measure and evaluate pilotED's unique Identity curriculum, students will take the IDR assessment at the end of the school year. This assessment will address all of the standards and content covered throughout the school year in the Identity class, including culturally relevant content taught in core subjects. This assessment is currently under development.	All students Identity teacher(s)

Data Collection and Reporting

The timing and frequency of pilotED's assessments will align with their designed purpose in regard to student academic growth goals. Formative assessments will be utilized more frequently, while summative and diagnostic assessments will be used just a few times per year to track student progress and adjust pilotPod student groupings and individualized goals. In addition, assessments have been staggered to reflect pilotED's quarterly schedule and aims to prevent students from being over-tested at any given time.

Assessment	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Fountas and Pinnell	X		X		X		X		X		X
NWEA MAP		X				X				X	
WIDA	X	Throughout year for EL students and new students									
Daily Exit Tickets	Daily										
Friday Assessments	Weekly										
IT Assessments	On-going (as students reach milestones in online programs)										
MasteryConnect	Monthly										
Unit Assessments	Every 4-6 weeks										
Interim Assessments			X		X			X			X
ILEARN*							X		X		
IREAD								X			

*The schedule for the ILEARN assessments has been estimated based on current ISTEP+ testing schedules.

pilotED teachers will collect formative assessment data on a daily basis through the use of Exit Tickets and weekly quizzes. This data can be uploaded and analyzed immediately through input in MasteryConnect, a formative assessment software which all teachers will receive training on how to implement. Teachers will be expected to report on this data on a bi-weekly basis in a variety of forms:

- Update PowerSchool Gradebook with formative assessment scores and any other relevant grades (parents will have online access to this gradebook to monitor their student's academic progress)
- Contact parents/guardians of any student receiving a "D" or an "F" in class

- Share formative assessment results with school administration and grade-level team

Furthermore, parents will be informed of their student's academic and behavioral progress through progress reports, generated mid-way through each quarter and Final Report Cards. Parents will be required to pick-up progress reports at the school during Parent-Teacher Conferences for Q1 and Q3 (September and January respectively). While at many schools, conferences coincide with Report Card pick-up, pilotED believes that to be proactive in academic success, this needs to occur before final grades are submitted. Creating an opportunity for parents to meet with their student's teacher and review progress mid-quarter, allows time for adjustments on the part of the school, parents and the students to improve outcomes on final report cards. While formal conferences will not occur during Q2 or Q4, teachers will be expected to schedule conferences outside of school hours for any students receiving a "D" or an "F". Final report cards will be sent home with students at the end of each quarter; students will be required to bring them back, signed. Teachers and school administration will be responsible for contacting and communicating with any parents of students who require intersession enrichment.

School-wide assessment data will also be shared with the Academic Excellence Committee of pilotED's Board of Trustees on a bi-monthly basis (or as often the committee meets). This aggregated data will include scores from any recently completed state-wide assessments and grade-level averages on formative and summative assessments. This data will be presented by either the School Principal or the Director of Curriculum & Instruction (DCI), after which the Academic Excellence Committee can request additional data, make recommendations regarding changes to academic program or voice concerns about progress. Additionally, the Academic Excellence Committee will submit and serve as the school's liaison to the Indianapolis Mayor's Office (authorizer), Indianapolis Public Schools, and the Indiana Department of Education.

Recognizing both an ethical and legal responsibility to identify and address disproportionality in student success, pilotED will be proactive in collecting and analyzing data for special groups of students. Through MasteryConnect and PowerSchool software, pilotED administrators can pull data and create special groups (racial, Special Education, RTI) to compare achievement and growth relative to the general population. The Director of Curriculum & Instruction will be responsible for creating a monthly report which includes the progress of these student groups. The administrative team (School Principal, DCI, Director of Special Services, Director of School Culture, lead teachers) will meet on a monthly basis to review these reports, identify possible disproportionality, and create actionable plans to resolve issues.

Data Analysis

pilotED Schools is committed to constantly improving instruction and academic outcomes through the use of frequent data analysis. During our two-week professional development series before the start of the academic year, teachers will receive training on how to analyze data through MasteryConnect formative assessment software and our in-house systems for diagnostic/summative assessments. Data analysis will occur at pilotED Schools in a variety of forms, with varying frequency.

Analysis Content	Description	Frequency
In-class Data (Exit Tickets, Quizzes)	Teachers will use MasteryConnect assessments and Exit Tickets to assess what students know each day. Through this software, teachers can immediately see student and class mastery relative to specific standards and topics. Teachers can then use this data to inform their instruction the next day, or they may choose to adjust their lesson in the moment. Additionally, teachers can see specific students that are struggling with specific standards and can use this information to strategically pull small groups during Guided/Independent Practice or pilotPod time.	Daily/Weekly

MasteryConnect Data/School-wide Assessment Data	Each Friday, pilotED will have a half-day of instruction, providing time in the afternoon for professional development and planning time for our teachers. This time will also be used to look at school-wide data (from in-class formative data and monthly MasteryConnect assessments) in core subjects and behavior to identify trends and determine their cause. During this time teachers will collaborate and compare strategies to identify best practices from classrooms achieving mastery.	Monthly
Interim Data/Final Grades	Interim data will be analyzed at the end of each quarter (during the last Friday PD of the quarter). Teachers will evaluate student mastery of standards covered throughout that quarter based on the results of the interim assessments. Based on these results, teachers will identify any standards that may require re-teaching as a whole class and students that need additional supports for specific standards. These standards can be addressed through either intersession enrichment or targeted small grouping during pilotPods in the following quarter.	Quarterly
Fall NWEA/Fountas and Pinnell Data	Teachers will evaluate and analyze student achievement and growth on state-mandated assessments periodically throughout the year. At the beginning of the year, Fall NWEA and Fountas and Pinnell data will be used to identify student and class strengths and deficiencies, create small groups for pilotPods, and identify students who may need academic interventions or Special Education services.	Annually (Fall)
NWEA Winter Data	During the Winter Data Day, teachers will assess student growth and progress toward their spring goals and create actionable plans to move students to these goals by the end of the year.	Annually (February)
NWEA Spring Data/EOY School-wide Data	In the Spring, pilotED teachers and administrators will evaluate achievement on end-of-year NWEA goals and reflect on what worked and what didn't work in the preceding year's instruction. Through these discussions, pilotED will refine and improve instruction in for the following school year.	Annually (June)

Frequent data analysis of content aligned to Indiana and Common Core standards will allow pilotED teachers and administrators to track progress through academic programming and anticipate performance in end-of-year assessments which contribute to school rating. In pilotED's first years of operation, the goal will be maximizing growth, demonstrated in formative assessments, and reflected in ILEARN results. It is pilotED's mission that the majority of students that have spent three years in the school would demonstrate grade-level proficiency. Achievement and proficiency in grade-level standards will be tracked through MasteryConnect software, allowing teachers time to address deficiencies ahead of end-of-year ILEARN assessments.

In the classroom, pilotED Schools believes that students should also feel empowered to track and analyze their own progress. As such, students will create individualized goals and learning plans at the beginning of each school year and monitor their progress throughout the year; these goals will include NWEA growth targets, academic goals and non-academic goals. Teachers will be expected to check in and conference with students once per quarter to discuss their progress towards these goals, and identify strategies to help move them further.

Cultural Data Collection and Analysis

While academic data is frequently the sole focus of analysis and tracking in many schools, pilotED believes that tracking and evaluating data collected on the cultural climate of the school is of equal importance. pilotED will measure the success of our cultural programs of instruction through the use of multiple assessments and tracking systems, listed below.

Tracking System	Description	Frequency
Kickboard	Kickboard's behavior tracking software, will be used to collect positive and negative behavior data for every student on a daily basis. Similar to our academic data, this information will be aggregated and analyzed by administrators and staff on a monthly basis (during Friday half-day PDs) to identify trends and create	Daily (data analyzed monthly school-wide)

	actionable plans to address discrepancies in student achievement. (For a full description of these systems see Section II.E. Supports for Learning)	
Be More Assessments	Forming the backbone of pilotED's pilotCamp and flightSchool professional development series, Be More focuses on breaking implicit bias in the workplace. Teachers will take weekly assessments during the crucial first eight weeks of the Be More program (starting with pilotCamp). Taken only quarterly after this point, these assessments will be used to measure teachers' mastery of the anti-bias curriculum and analyze the efficacy of the Be More trainings.	Weekly (first 8 weeks) Quarterly (rest of year)
Teacher-Student Rapport (TSR)	Given to both teachers and students at the end of each quarter, the TSR assessment is used to measure teacher effectiveness in creating genuine and lasting relationships with students. Furthermore, pilotED believes that our teachers must create a climate of trust and respect within their classroom in order to our academic programs to have the greatest effect, and the TSR measures the extent to which they have succeeded. A sample of the teacher and student TSR can be found in Attachment 1.C.3 .	Quarterly
5Essentials Survey	Created by the University of Chicago's nonprofit Impact, the 5Essentials survey is used to measure student, teacher and parent perceptions of the culture and climate within the school. pilotED will use this tool to measure and evaluate the school-wide positive culture systems and the effectiveness of our administrative team and systems.	Annually

E. Supports for Learning

Philosophy of School Culture

A school's culture has a tremendous impact on the achievement of its students. A strong and positive school culture that is aligned to pilotED Schools' values and academic goals will put pilotED students on the path to becoming true leaders of change in their communities.

pilotED must define, describe, and intentionally build a positive school culture that is sustained over time. pilotED Schools has a shared vision of excellence that drives the understanding of what great teaching, student relationships, school culture, and family engagement looks like on a daily basis. It is necessary to have a warm and structured environment to drive to academic success. pilotED expects all staff and students to create and cultivate a strong community based on the core values of: **perseverance, relationship building, idealism, discipline, and engagement (PRIDE)**.

Though great teaching is prioritized, so is the commitment to fostering a culture that allows students and teachers to achieve great heights. A safe and supportive school depends upon the efforts of all members of the school community—teachers, students, administrators, parents, counselors, social workers, safety personnel, related service providers, cafeteria workers, custodians, and bus staff—to treat one another with mutual respect. At the heart of pilotED's school culture, will be positive relationships; students and staff will be caring, respectful, and committed to their communities, both their immediate communities (e.g., school and neighborhood) and the broader world.

To create a strong culture, there needs to be more than posters proclaiming the pillars of beliefs—students must be provided with the spaces to develop and model their moral and social capacities. School adults can and do play a vital role in these interactions. Their success depends in large part on their capacity for self-reflection, their commitment to making caring and respect priorities, and their ability to mobilize the moral energy and wisdom of students. With these capacities, adults can create the kind of school communities and climate that inspire students to be caring, imaginative, and hardworking to create a better and more just world.

P.R.I.D.E. System

pilotED understands that students internalize moral values and behaviors, as well as strong social skills, when they see them modeled by adults they respect. Adults are not always aware how they are influencing students' moral and social development. Teachers and staff will model positive moral and social skills in a range of ways. To be positive role models, staff will commit to the ongoing development of their own moral and social capacities.

PERSEVERANCE: pilotED students, teachers, and staff understand that perseverance is necessary to overcome the obstacles that life throws. pilotED Eagles are courageous learners embrace obstacles and unlock challenges by designing creative approaches and solutions. pilotED students engage in inquiry and exploration—both independently and collaboratively—to become self-reliant, creative, and resilient learners who view setbacks as opportunities to pursue new paths and ideas.

RELATIONSHIP Building: pilotED students, teachers, and staff understand that lives are enriched by being part of a close-knit community where meaningful relationships with adults create a safe, caring environment to play, work, and learn. pilotED teachers and staff understands the importance of discussing and exploring everyone's experiences and backgrounds and exposing students to other ideals and experiences which will serve as a way to bridge cultures and understandings about others.

IDEALISM: pilotED students are powerful agents of change. They have the most wisdom about how the social dynamics of their school's work and the most leverage with their peers. They can and should take leadership for making their schools caring and respectful places. pilotED Schools will provide comprehensive programming of interviewing skills, public speaking, minority perspective training, and workshops that empower young voices, allowing them to gain admittance to some of the best high schools and colleges.

DISCIPLINE: pilotED students, teachers, and staff understand that discipline is the key to success. The pilotED community has clear rules and high expectations. All adults and students in the school community are expected to meet these expectations so that students can learn in a safe and orderly environment. Teachers and staff continuously reinforce these expectations in order to empower students to do what's best for their education and for the community, supporting students as they build the internal discipline. Discipline is a form of self-control which includes staying focused, following rules and instructions, studying and reading every night, and establishing and adhering to personal routines that will lead to success.

ENGAGEMENT: pilotED teachers and staff understand that great schools create opportunities for students to acquire and develop the knowledge, skills and habits necessary to successfully design their own futures. pilotED Schools spark curiosity and ignite intellectual pursuit by asking students to question, explore in depth, consider multiple perspectives, and regularly reflect and evaluate their learning.

Positive Behavioral Interventions and Supports (PBIS)

PBIS is a pro-active schoolwide system that provides clear expectations for behaviors and consistent consequences for inappropriate behaviors across all school settings. Instead of a punitive, zero-tolerance model for discipline, pilotED will focus on the 5 pillars of beliefs that guide social and behavioral expectations and are positively stated and easy to remember: Leaders demonstrate **Perseverance**. Leaders build Positive **Relationships**. Leaders radiate **Idealism**. Leaders are **Disciplined**. Leaders remain **Engaged**.

pilotED's P.R.I.D.E. values have been incorporated into the PBIS system demonstrable actions for students:

PILLIARS OF BELIEF	EXPECTATIONS
P ERSEVERANCE	<ul style="list-style-type: none"> ▪ Student sets goals to master objectives that has proven to be challenging. ▪ Student gives best effort, even if not fully understanding a concept. ▪ Student maintains commitment.

	<ul style="list-style-type: none"> ▪ Student shows pride and a positive attitude while struggling through an exercise never before attempted.
R ELATIONSHIP Building	<ul style="list-style-type: none"> ▪ Student respects the difference in others. ▪ Student is supportive of peers. ▪ Student is conscientious of how their actions (positive and negative) affect other students, teachers, and staff.
I DEALISM	<ul style="list-style-type: none"> ▪ Student is a leader; student is willing to take initiative. ▪ Student is forward thinking and is willing to effect change in his/her own life and the lives of others. ▪ Student is able to speak up for self; if something does not agree with them, they are able to respectfully talk it out.
D ISCIPLINE	<ul style="list-style-type: none"> ▪ Student actively listens to instructor and is able to uphold values established by self and the school. ▪ Student is both proactive and reflective in their decision making. ▪ Student is a responsible role model and leader for self and classmates.
E NGAGEMENT	<ul style="list-style-type: none"> ▪ Student is physically and mentally present in the moment. ▪ Student does not sit idly in class. ▪ Student following expectations and paying attention to instructions. ▪ Student actively participates in class.

Positive Engagement Plans

Students, families, and staff must realize that through an exceptionally positive environment, many school-wide ailments such as bullying and safety problems will naturally lessen. Therefore, each classroom will have a positive engagement plan which clearly defines and teach expectations for behavior and routines at school and to teach social skills in a way that is appropriate to the age of the student.

By increasing the use of social skills instruction and having restorative practices ingrained in daily interactions, the response to behaviors will emphasize actions that reduce lost instructional time and strengthen the relationships among students and between students and the pilotED staff. The Director of School Culture will regularly collect and review data so that students can be recognized and celebrated for their accomplishments and adjust prescribed practices when needed. The data will also help the culture team know what additional supports and training are needed to tailor to differentiated needs.

School Discipline

pilotED Schools will use discipline strategies that are not simply punitive. Enforcing the school's commitment to moral values and positive social interactions is a critical part of maintaining a positive school culture. pilotED's students will be held accountable for their actions and for their responsibility to the school community. However, the Culture Team will not respond to violations of school values and policies with "zero tolerance" policies or with other forms of discipline that punish without teaching. Violations of school policies can provide opportunities for everyone, from students to teachers to administrators, to reflect on why an incident occurred and what should be done differently next time. This means including formative consequences that are both constructive and instructive as well as staff discussion about potential student and community needs that should be addressed.

Restorative Justice

Creating a highly effective Restorative Justice program at pilotED's first campus will require highly-trained staff and buy-in from teachers, parents and students. At minimum, both the Director of School Culture and the Culture Coach will be trained to implement restorative practices. In addition, the entire staff will be introduced to Restorative Justice systems through professional development and regular peace circles held with the entire staff throughout the year. The Director of School Culture and Culture Coach will be responsible for implementing the Restorative Justice program throughout the school year with the use of peace circles, peer jury and peer mentor (among others) for students, teachers and parents.

A common misconception of Restorative Justice systems is that they simply eliminate punitive consequences without addressing behavior, ultimately leading to a dangerous school environment. In reality, RJ practices provide an alternative to these consequences, holding students accountable to make amends and repair harm. In addition, the restorative process, whether it is a circle or a conference or any other RJ practice, provides a platform for participants to build relationships and deepen understanding for each other. In this way, the consequences associated with RJ not only address misbehavior, but actively work to reduce the chance recurrence in the future. Through these practices, students are assigned and agree to consequences which address the harm caused. However, it must be noted that RJ is a voluntary process. Consequently, students choosing not to participate in RJ practices (i.e. circles, mediation, peer jury) or the agreed upon consequences will be subject to the punitive consequences outlined in pilotED School's Code of Conduct and/or the IPS Student Code of Conduct. For a detailed breakdown of pilotED's proposed discipline plan please see **Attachment 2.E.1** and **Attachment 2.E.2**.

Trauma Informed

As a trauma-informed school, pilotED is prepared to recognize and respond to those who have been impacted by traumatic stress. Students are provided with clear expectations and communication strategies to guide them through stressful situations. The goal is to not only provide tools to cope with extreme situations but to create an underlying culture of respect and support. According to the Treatment and Services Adaption Center,

A school reflects society. Within a school's walls are especially vulnerable students, such as those with pre-existing mental disorders, or those with histories of neglect, trauma, or violence. There are also at-risk students, such as students who are living in poverty, students who are ethnic and racial minorities, and gay, lesbian, bisexual, and transgendered students.

Due to their regular contact with students, pilotED teachers and staff are more likely to be aware of a child's victimization than are other authorities; and pilotED Schools is proud to be in a position to provide holistic support for traumatized students. Although some might argue that teachers should focus solely on academics, the reality is that teachers can't teach effectively if their students are not able to focus on learning. Students cannot learn effectively when they are burdened by the effects of trauma or when they do not have strong communication and emotion regulation skills.

Access to evidence-based interventions in the school setting as a response to trauma of any kind can reduce or eliminate the need for a student to receive future mental-health services. Students who are exposed to evidence-based interventions and the support of a trauma-informed school can acquire skills that can contribute to stronger resilience.¹²

Kickboard

In order to track daily trends in behavior, pilotED schools will use Kickboard. Kickboard is an enterprise-level data collection software that supports real-time information school-wide, leadership coaching, and year over year data analysis. Kickboard connects teachers, administrators and parents to provide whole-child support. Teachers can add notes regarding specific student behaviors throughout the day. These notes can be incredibly useful in creating a narrative for the culture team and social workers. The data from Kickboard will be converted into quantitatively disaggregated data (by day, week, month, race, behavior, etc.) which can be utilized to inform school culture and RTI decisions, lead RJ conferences, or identify positive and negative trends in student behavior. Through committed implementation of this program, decisions about behavior and potential adjustments to behavior policy will be data-driven.

The Token Economy

pilotED Schools establishes and maintains a student and teacher community that is efficient and orderly, warm and productive. The PRIDE Dollar system is one way that the staff, families, and students can measure their success in

¹² The Treatment and Services Adaptation Center. <https://traumaawareschools.org/services>.

internalizing the school's PRIDE values. The PRIDE Dollar system is a merit-based system in which students are "paid" \$10-\$20 PRIDE Dollars each day they arrive to school on-time, in uniform, in possession of the necessary materials, and prepared to demonstrate PRIDE values. Students who go above and beyond the school's expectations may also earn additional positive PRIDE Dollars.

The PRIDE Dollar system is adapted appropriately based on the emotional and intellectual development of the child. The expectation is that students are participating appropriately within community and contributing to an efficient, orderly, warm, and productive environment. PRIDE Dollars are introduced in 3rd grade; each year thereafter, the concept of PRIDE Dollars as a measure of behavioral success adapts to the grade-level abilities and needs of pilotED students. For example, as students develop the ability to manage their own engagement in a classroom setting, students are held accountable for remaining engaged in a lesson through eye-contact and asking and answering questions. As students grow older, expectations for engagement may change. What remains constant is the expectation that students show the PRIDE values; what changes is the specific indicator of that value. Like positive rewards and consequences, negative consequences will be tracked using Kickboard. Each consequence will have a dollar value attached that will be deducted based off the appropriate level of response.

Class Point System using Kickboard and the Token Economy

Negative PRIDE Dollars*	Consequence(s)
-5	<ul style="list-style-type: none"> - In-classroom break; student goes to a designated part of the room or the sensory room (primary grades) for a 5-10-minute break - Report sent home - Referral to Reflection Room may be used for extra support.
-10	<ul style="list-style-type: none"> - Out-of-classroom break: student goes to a "Buddy" classroom for a 5-10-minute break - Parent phone-call and report sent home - Referral to Reflection Room may be used for extra support.**
-15	<ul style="list-style-type: none"> - Referral to Reflection Room. - Detention (recess or after school)
-20***	<ul style="list-style-type: none"> - Removal from classroom; in-school suspension for remainder of day - Referral to culture team / social worker

*The value indicates the number of negative dollars in one day. Each day, students begin with 20 PRIDE Dollars deposited into their bank accounts.

**Students will be referred to the Culture Coach in order to determine if any restorative steps need to be taken in order to reduce and prevent misbehaviors

***Excessively repeated minor offenses are considered a Serious Violation (Level 3 or 4) by the IPS Student Code of Conduct. As such, consequences for students receiving 12+ tallies in one day will follow the consequence for Level 3 or 4 offenses.

Progressive Levels of Response, per the IPS Code of Conduct

Mirroring portions of the IPS Students Code of Conduct, pilotED Schools will use progressive levels of response when dealing with consequences.

Corrective responses provide a profound emphasis on what students are expected "to do and learn." Corrective responses include a focus on instruction in appropriate behavior, culturally responsive support strategies and social emotional learning opportunities. The goals of assigning corrective responses and consequences are to maintain a safe environment, maximize all students' learning, and improve students' behavior and problem-solving skills. Appropriate interventions and consequences for students place an emphasis on correcting student behavior through classroom and school-based resources at the lowest possible level of intrusion and exclusion. All interventions will balance the needs of the student, needs of those affected by the behavior and the needs of the overall school community. When teachers and/or administrators consider corrective responses, restorative practices, or instructive consequences, the following factors will be considered:

- Student's age, developmental level, and grade,

- Student's prior behavior patterns and responses to interventions
- Student's willingness to acknowledge his/her behavior,
- Student's willingness to make restitution,
- Impact of the incident on the overall school community,
- Student's intent and the severity of harm caused, and
- Parent/family's level of involvement.

Levels of Corrective and Restorative Responses

- Level 1: Classroom and Building Based Corrective Responses
Level 1 corrective responses are appropriate for inappropriate behavior that should be managed by the teacher in the classroom and usually does not warrant a discipline referral to the administrator. These behaviors are of low level intensity, can be passive in nature, and are non-threatening. Level 1 corrective responses will NOT include removal from instruction, and the classroom teacher determines consequences.
- Level 2: Support Staff, Administrative and Classroom Teacher Corrective Responses
Level 2 corrective responses are appropriate for inappropriate behavior that should be managed by the teacher, with possible assistance from an administrator or member of the culture team, if needed for access to supports. These infractions will be addressed with corrective responses that will NOT include removal from school, but may include time in the reflection room.
- Level 3: Intensive Personalized Corrective Responses
Level 3 corrective responses are appropriate for inappropriate behaviors that are chronic in nature, significantly interfere with others' safety or learning, are of a threatening or harmful nature and/or are legal violations and warrant administrative involvement. Level 3 responses to behavioral incidents may include in-school suspension on the first violation, if it is a safety related behavior.
- Level 4: Corrective Responses for Serious Violations
Level 4 corrective responses are appropriate for inappropriate behavior that seriously affects the learning environment or the safety of the student and/or others in the school or is a legal violation. Corrective responses at this level could include extended suspension, expulsion and/or referral to law enforcement.

Due Process and Appeal (Suspensions and Expulsions)

In the event of possible suspensions and/or expulsions, pilotED will follow the guidelines established by the IPS Student Code of Conduct stated below:

Whenever a student is accused of committing a violation of the Student Code of Conduct, he or she has the right to due process. This means that he or she must: (1) be informed of the charges and evidence, (2) be provided with an opportunity to present his or her side of the case; and (3) be provided with an opportunity to appeal the decision.

A student or parent may request that he student stay in school during the appeal of a suspension. A student determined by the principal or the DSC to be a danger to himself or herself and others or is likely to be disruptive or destructive shall not be allowed to attend school during the appeal process.¹³

Appeals are to follow the Procedures for Resolution of Parent/Guardian Concerns.

Procedures for Resolution of Parent/Guardian Concerns

pilotED Schools is committed to maintaining a strong partnership and ongoing dialogue between its teachers, staff, scholars, and families. If there is have a concern about a school policy, academic grade, discipline decision, or anything else, pilotED welcomes your input and encourages you to contact the appropriate staff member at the

¹³ Taken directly from the 2017-18 IPS Student Code of Conduct, 2017

school. pilotED Schools is committed to addressing the concerns of families and seeking a resolution that, first and foremost, benefits the academic development of your student toward success outside of the school's walls.

Informal Complaint Process. For academic issues the first call should be to the Director of Curriculum & Instruction (DCI). The DCI will collaborate with the teacher to address any parent/guardian concerns. If there is not a resolution to the problem, the parent/ guardian should then contact the principal. All issues will be mediated at this level and the appropriate decisions will be made.

Discipline problems should first be discussed with the Director of School Culture (DSC). The DSC will collaborate with the teacher to address any parent guardian concerns. If there is no resolution to the problem, the parent/guardian should then contact the principal. All issues will be mediated at this level and the appropriate decisions will be made.

Formal Complaint Process. If the informal complaint process fails to produce a satisfactory resolution, a parent or guardian may initiate a formal complaint by submitting a letter in writing to the principal outlining, in detail, the events, policies, or decisions at issue. Within a week of a formal complaint being file, the principal will promptly conduct a thorough investigation into the matter and issue a response in writing detailing his or her findings and recommendations. If the parent or guardian is still not satisfied, he or she may appeal the school leader's determination to the Chief Executive Officer.

Board of Trustees. If the matter still remains unresolved, the parent or guardian may write to the Board of Trustees to request a review. A designated Board committee will schedule a meeting, at which time the parent will have an opportunity to address his or her concerns. The committee will issue a report on its findings to the Board prior to the next regular meeting, and the Board may take action as appropriate based on the committee's recommendations. A parent wishing to attend a Board meeting will be permitted to speak but will be asked to limit his or her comments to 3 minutes. If additional time is necessary for public participation and comments, an extra 30 minutes will be allotted at the end of the Board meeting. A parent or guardian may address the Board at any meeting without going through the informal and formal complaint processes outlined above, but the Board encourages these constructive conversations with the relevant parties prior to direct outreach to the Board. The Board has the power and duty to take action as appropriate.

Authorizer. If, after presentation of the complaint to the Board of Trustees, the parent or guardian believes that the Board has not adequately addressed the complaint, the parent or guardian may present the complaint to the school's authorizer, which may investigate and respond. The authorizer has the power and duty to take remedial action as appropriate.

Contact Information for Authorizer:
Office of Education Innovation
200 E. Washington Street
Indianapolis, IN. 46202
Phone: 317.327.5563

Professional Development and Culture Observations

pilotCamp and flightSchool

Creating a strong, inclusive culture among staff and students will require incremental progress toward specific measures related to both the development of teachers and evaluating implementation. First, pilotED Schools will strive to be fully staffed in preparation for pilotCamp each summer so every teacher is able to benefit from the week-long intensive sessions that addresses racial, gender, and cultural themes to strengthen pilotED's teaching practices and school culture.

The development and evaluation of culturally responsive and socially conscious instruction is the backbone of pilotED's programming. To achieve the goals and outcomes listed previously, pilotED will first work to ensure effective and on-going professional development for teachers. The Principal, Director of Curriculum & Instruction (DCI) and Director of School Culture (DSC) will be responsible for identifying high-quality partners (see below) to bring to summer pilotCamp for teachers and staff. These intensive pilotCamp sessions focusing on social identity, implicit bias, culturally responsive and trauma-informed teaching will serve as a crash course for teachers in pilotED's vision and practice. Throughout the year, school administration (Principal, DCI, and DSC) will plan the on-going professional development sessions to take place during quarterly flightSchool, driven by classroom and school-wide cultural observations and facilitated by outside providers.

Partnerships for pilotCamp/flightSchool

Crossroads Anti-Racism Organization: Crossroads Antiracism Organizing and Training provides organizing, training, and consulting to institutions striving to dismantle racism. This includes analyzing internal policies and procedures that maintain white power and privilege, and helping to create an intervention strategy to dismantle oppressive systems.

Be More: Backed by science, Be More provides anti-bias and bias breaking trainings and resources. Through their model, pilotED seeks to improve the performance of our staff in regard to organizational efficiency, professional judgement, individual well-being and team dynamics. Be More will be contracted to facilitate sessions through pilotCamp and will also create assessments teachers will take throughout the year to judge teachers' varying degrees of bias and the overall efficacy of the Be More program.

Facing History & Ourselves: By integrating the study of history, literature, and human behavior with ethical decision making and innovative teaching strategies, the Identity program enables secondary school teachers to promote students' historical understanding, critical thinking, and social-emotional learning. As students explore the complexities of history, and make connections to current events, they reflect on the choices they confront today and consider how they can make a difference.

Culture Observations

Through classroom observations, the implementation of best practices discussed in this professional development will be assessed. By the end of the second quarter, the leadership team will aim to have the majority of teachers effectively implementing culturally responsive teaching; by the end of the year, all teachers should be implementing strategies effectively.

At the end of each quarter students and teachers will take pilotED's Teacher-Student Rapport survey. This survey will assess students' and teachers' satisfaction with each other as well as their perceptions of the success of pilotED's Identity curriculum. For primary grades (K-1), this survey will be given orally, for all other grades it will be written or online. In addition to the TSR, pilotED will use Be More assessments which will be used to assess a teacher's cultural fluency and anti-bias. Annually, pilotED Schools will use the 5Essentials Survey to assess a school's strengths and weaknesses in five key areas for improving school success and student learning in the following areas: effective leaders, collaborative teachers, involved families, supportive environment, and ambitious instruction. At the end of each quarter, and year, administrators will analyze the results of these observations and assessments to adjust pilotCamp and flightSchool program to best address the needs of teachers and students.

Family and Community Culture

pilotED is firm in its belief that a school should be a neighborhood hub for more than just the students who attend. An unhealthy discourse regarding charter schools has existed for decades due largely in part to the practice of building schools in neighborhoods without forging lasting community relationships and without providing a space for communal input. pilotED Schools view parents as partners and work to ensure they know they are an integral part of the school and their child's success. There is an expectation for parents to work just as hard as teachers to further their child's development and learning. Just as parents might coach the staff on the best ways to interact

with and ensure the behavioral success of their child, pilotED will coach them on how to best support their children academically and behaviorally, as well. Parents will have the opportunity to provide feedback on pilotED's performance as a school by completing the 5Essentials Survey (mentioned in the section prior). The results of this survey will be openly shared and used to improve school quality.

In order to leverage parent and community voice, the school administration team will plan, organize, and facilitate the annual Issues Assembly. In this meeting of parents, community leaders and members of the neighborhood, three key problems ailing the community will be identified. Participants with a vested interest in one of the specific issues will join Issue Teams, tasked with creating an action plan to address the problem. pilotED staff will be encouraged, but not required to participate in these Issue Teams throughout the year. Appointed leaders from each Issue Team will check-in bi-monthly with pilotED's administration to discuss progress and action plans.

pilotED knows that it takes much more than a single student's education to impact a family and a neighborhood. It is for this reason pilotED has partnered with local organizations and national employers to ensure that family voices are heard and economic empowerment is truly gained.

In addition, the partnerships established by pilotED and organizations must be maintained as pilotED continues to develop and grow. It is through these partnerships that pilotED will be able to equip the teachers in the fight for racial equity in the classroom and the community at large.

Actively engaging the community surrounding the school will be essential to the holistic success of these programs. As such, each year, will be pilotED's objective to hold at least one Issues Assembly and follow-up meetings bi-monthly for each Issue team (described in detail later). While it is the objective of each issue team to plan and monitor progress in resolving these community issues, pilotED will offer support and aim to resolve at least one of the three identified issues each year.

Community Partnerships (Ongoing):

In order to ensure that pilotED is tackling the issues of inequity in the long term and across the wide variety issues and content areas of racial inequity and, pilotED will be very intentional in training other leaders to ensure that there are racial healing practices not only being used within the walls of the school, but that bleed into other facets of the community.

F. Special Student Populations

Central to pilotED's vision is ensuring that all students have the chance to receive an excellent education, while providing the opportunity to discover and explore their unique identities. These philosophies intersect when it comes to educating our students that are above or below grade level and those who require additional services through Special Education and English Language services. Ability, and conversely, disability, whether it is mental, emotional or physical is an important facet of our students' identity, and the those around them. Consequently, it is the mission of pilotED to ensure that our students not only understand and empathize with differing abilities, but are also empowered in their individual ability.

Diverse Learners

Struggling Learners

pilotED Schools recognizes that all students will not excel equally in the general education classroom. As such, identifying, monitoring and intervening for students that need additional academic supports will be an important task to be shared among teachers and staff. The primary system for identifying and monitoring students' social and emotional needs will be the Multi-Tiered System of Supports (MTSS), which is "the practice of providing high-quality

instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions.”¹⁴

Under the umbrella of MTSS, Response to Intervention (RTI) and Positive Behavior Intervention and Support (PBIS) systems will be used for students with academic and emotional needs respectively. In both systems, the student population is broken into three tiers:

- *Tier 1:* These students represent the general population (roughly 80% of students), whose needs, academic and emotional, are met by the practices and supports in the classroom.
- *Tier 2:* Demonstrating at-risk capacity in academic or behavior, these students are identified and provided with moderate supports to better access the standard classroom environment. About 10-15% of students in a given school will fall into this tier.
- *Tier 3:* Requiring significant supports to participate in the general education curriculum, Tier 3 students make up about 5% of a given school. These students are often those who already require, or may be recommend for Special Education supports.

The RTI process is a tool used to maximize student learning, reduce behavior challenges, and at times, a referral tool for special education services. Crucial to a high-quality RTI program is data-based decision making, progress monitoring, and appropriate screening.¹⁵

- *Data Based Decision Making:* During routine grade-level meetings, teachers and aides will discuss the progress and interventions of all students receiving Tier 2 and 3 services. Data and evidence-based artifacts will drive the discussion to ensure that teachers are using RTI best practices. During this time, the grade-level team will analyze if specific students should be removed or added to Tier 2 or 3.
- *Progress Monitoring:* Student academic progress is monitored at all levels at all times. Data collected for progress monitoring will be obtained through student formative assessment grades, summative testing scores, instructional technology programs, and attendance records.
- *Screening:* Incoming students will be assessed using curriculum-based measurements for math and Fountas & Pinnell benchmark testing for reading. Additionally, all students will take the NWEA MAP test which will provide additional data to analyze for our RTI model. MasteryConnect and formative assessments will be used throughout the year to continually assess student eligibility for interventions.

Overseeing the implementation of MTSS and monitoring the addition of students will be our RTI committee, which includes the Director of Curriculum & Instruction as well as classroom teachers, special education teachers, and teacher aides that work directly with the students in question (for students with social-emotional needs, a similar PBIS committee, headed by the Director of School Culture will be formed). Once students have been identified for RTI, the RTI committee will develop academic goals for each student. These goals will include growth and attainment on formative and summative assessments, as well as overall academic performance and participation in class. After goals have been established for students, the RTI committee will develop a plan which utilizes practices described in the table below.

RTI Practice	Description	Personnel Responsible
pilotPods	In the fall, all students will be assessed through the NWEA MAP and Fountas and Pinnell Benchmark Assessment System to create leveled-groups in each class. Through these groups, students will receive individualized instruction at every-level; specifically, for identified RTI students, this is an opportunity for classroom teachers to tailor instruction toward the specific goals set for these students/groups.	Classroom Teachers, teacher aides

¹⁴ Batsche, G. *Response to Intervention: Policy Considerations and Implementation*. National Association of State Directors of Special Education, 2006.

¹⁵ National Center on Response to Intervention. “*Essential Components of RTI- A Closer Look at Response to Intervention*.” US Office of Special Education Programs, 2010.

Intersession Enrichment	Analyzing quarter grades provides an opportunity to identify students that struggled in the previous quarter, and assess the progress of previously identified students. Intersessions between quarters will be utilized to offer additional support to these students. Teachers and aides will volunteer during these breaks to provide remediation for RTI students, setting them on a path for success in the next quarter.	Volunteer teachers and teacher aides
Pull-Out	NWEA and MasteryConnect assessments will be utilized throughout the year by instructional aides to develop pull-out lessons for RTI students. Pull-out lessons will occur during the block in which that student requires intervention.	Teacher aides
Instructional Technology	Online instructional programs that can be tailored to a students' specific level in reading and math will be utilized for students during the independent portions of pilotPod instruction. Classroom teachers will monitor student progress through these programs and the Director of Curriculum & Instruction will assess their effectiveness school-wide each year.	Classroom teacher, Director of Curriculum & Instruction
After-School Tutoring	All teachers at pilotED School will be required to provide time for students to come in for after-school tutoring opportunities at least one day per week. Although this program is optional for students, classroom teachers and the RTI committee will engage with RTI students and their parents to ensure that these sessions are being utilized.	Classroom teachers, RTI committee

Utilization of both formative and summative assessments will allow the RTI committee to distinguish and differentiate interventions for students that are several grade levels behind, and those simply need remediation on the most recent grade-level standards. As such, these students will be grouped separately to receive interventions. Through NWEA and Learning Continuum data, teachers and aides can develop long-term plans for skill-development of students that are several grade levels behind. These students will receive more support in the form of designed pilotPod lessons, pull-out with the teacher aide and alignment through instructional technology. In contrast, MasteryConnect and formative assessment data provide an opportunity to create immediate interventions for students that have not mastered recent material. For these students, after-school tutoring or intersession enrichment may be more appropriate to reteach and reevaluate, without the need for a long-term plan.

Advanced Learners

While many schools offer extensive services and support for students in need of academic remediation, advanced students are often forgotten due to time or personnel constraints. This effect is particularly pronounced in urban education settings, where a statistically larger proportion of students are below-grade level, therefore absorbing the majority of RTI services. Consequently, districts with the highest percentages of minority and low-income students are the least likely to provide accelerated or gifted programming.¹⁶ pilotED Schools has been working closely with continuing board member, Carolyn Welch, at the National Association of Gifted Children to develop best practices that will address this opportunity gap and change the trajectory for advanced students.

Identification and monitoring of advanced students will follow the same guidelines and the RTI procedures as with students in need of remediation. The use of pilotPods, pull-out, Intersession enrichment and instructional technology (describe in earlier in this section) will also be used to create a personalized learning plan for advanced students. Additionally, the practices below will also allow even more opportunity for pilotED's advanced students.

RTI Practice	Description	Personnel Responsible
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¹⁶ Dwyer, Josh & Welch, Carolyn. *Too many school districts forgo acceleration and leave bright students behind*. Thomas B. Fordham Institute. March 08, 2017. edexcellence.net

Enrichment Opportunities	Each year, enrichment activities will be identified specifically for advanced students. After-school and summer programs available to these students will be identified by the Director of School Culture.	Director of School Culture
Young Scholars Program	The Young Scholars program was developed in Fairfax County Public Schools (VA) to find and nurture advanced academic potential in students from historically underrepresented populations. In this model, school administrators, teachers, and advanced academic resource teachers work together to find and nurture gifted potential in young learners and prepare them for more challenging and rigorous courses. ¹⁷ pilotED will seek to adapt this model, which has been implemented successfully in FCPS for eight years, for our gifted students.	Director of Curriculum & Instruction
Restorative Justice Training	Advanced students will be trained as RJ Facilitators by the Director of School Culture: peer jurors, peer mentors, circle-keepers. While these practices do not specifically address academics, these programs teach students problem-solving and leadership skills, unique to a RJ program.	Director of School Culture

Special Education

pilotED Schools will follow all provisions of federal and state law relating to students with disabilities, including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. In addition, pilotED will comply with all Special Education rules outlined in Article 7 of the Indiana Administrative Code (IAC). All students with qualifying disabilities under IDEA shall have access to a free and appropriate public education (FAPE), receive an evaluation, IEP, and an appropriate education in the least restrictive environment; be involved in decisions regarding the IEP, along with their parent/guardian(s); and have access to appropriate procedures to resolve any disputes related to the school's provision of FAPE. We shall maintain student education records in line with the federal Family Educational Rights Privacy Act of 1974 (FERPA) as they relate to students with disabilities. This includes but is not limited to having procedures for protecting the privacy of student education records.

Identification and Plan Development

In accordance with the Individuals with Disabilities Education Act's (IDEA) Child Find Provision and Article 7, pilotED will train staff to actively locate, identify and evaluate all students who may need special education and related services. A Multidisciplinary Team, consisting of Parent(s)/Guardian(s), General Education Teachers, Special Education Teachers, Relevant Clinicians, Student, etc., will work together to determine eligibility for special education services and avoid educational misplacement. pilotED will provide formal training for all staff involved in the IEP process to review guidelines for the determination of student eligibility for special education services. They will also receive training on the implementation of IEPs and 504 plans, including modifications and accommodations within the classroom. Students who do not require specialized educational services in the form of an IEP but who need accommodations and modifications for equal access to the classroom will receive 504 plans.

The previously described MTSS system will serve as an initial screening process, and typically students will receive interventions through this system before recommendation for Special Education services. Throughout the period of intervention, our educational and behavioral intervention strategies and the student's response will be closely monitored on a weekly basis by the RTI/PBIS committee. If progress is observed, we will determine whether to continue with our chosen interventions. If, after three-weeks, measurable progress is not evident, intervention strategies will be modified, while continuing to track the student's progress. If, after the ten-week process, the student is not progressing, we may recommend to the student's parent/guardian(s) that the data collected indicates there may be reason to have a more extensive diagnostic evaluation by relevant clinicians.

If RTI is unsuccessful, or if there is a request for a Full Individual Evaluation (FIE), pilotED will schedule a Domain Meeting under IDEA. The Director of Special Services will arrange a meeting with the academic team for the purpose

¹⁷ Fairfax County Public Schools. (2017). Young Scholars (K-12). Retrieved from Fairfax County Public Schools Website: www.fcps.edu

of determining which domains are areas of suspected disability or needs, and identify the assessments the team will complete. After written parental/guardian consent is secured, the student will be evaluated by properly trained and licensed professionals.

If a student is deemed eligible for special education services at a subsequent Eligibility Meeting, the team (including parent/guardian(s)) will develop an Individualized Education Plan (IEP). If the student is not eligible for special education services, the team will consider a 504 plan and develop one if appropriate. If neither a 504 plan nor an IEP is appropriate, but the student is still struggling, we will meet with parent/guardian(s) to determine a behavioral and/or academic support plan.

Monitoring and Evaluation

pilotED's Director of Curriculum & Instruction, Director of School Culture, and Special Education team will oversee the implementation of the IEP services. A copy of the IEP, along with procedural safeguards, will be given to all the student's teachers and the student's parent/guardian(s). We will carefully monitor the progress of students in the RTI process or possessing IEPs through a bi-weekly standing debriefing between the academic team and the student's Special Education and General Education teachers. The student's most current assessment data from core academic subjects will be collected and analyzed.

The school monitors and evaluates the progress of students in special education with the same frequency and intensity of their peers in general education. In the event a student is progressing more quickly than expected or not progressing at a rate that will allow him/her to meet his/her annual IEP goal, the IEP team may convene periodically to adjust annual goals and/or accommodations and modifications.

The following methods are ways to monitor progress for students with an IEP. The methods have been adapted from national sources and best practices witnessed as NewSchools Venture Fund Fellows:

- Daily: Students in special education who have daily behavior plans receive daily "progress towards goal" updates to be shared with parents/guardians each night.
- Weekly: Parents/guardians receive weekly progress updates based on student performance on adaptive online curricula. As established in their IEP, students in special education receive accommodations and modifications on weekly assessments as appropriate. Special Education may conduct additional mini-assessments of sub-goals to gather data on student performance relative to the annual goal. These data points are rolled up and shared with families through the quarterly IEP report card.
- Quarterly: Parents/guardians receive quarterly IEP updates in which special education teachers share a student's performance relative to his/her annual goals; this is called the IEP Report Card. All students receiving special education services receive a standard school report card. Parents/guardians are asked to meet with the student's classroom and Special Education teacher to discuss progress toward both final grades and IEP annual goals.
- Annually: All parents/guardians of students receiving Special Education services will meet with the rest of the IEP team annually. At this time parents/guardians receive an additional update with a final determination as to whether or not a student has met annual IEP goals; All parents/guardians and students receive a report card indicating final grades in all subject areas for that school year.

All students with IEPs shall be re-evaluated a minimum of once every three years. In addition, if a parent/guardian requests that their child is reevaluated, we will respond to that request promptly. Communication with families/guardians of our special needs students will be a priority, and they will participate in an additional special services meeting during our Parent-Teacher conferences. At the close of each student's annual review or three-year re-evaluation the parent will receive a copy of the new IEP.

Continuum of Services

In accordance with Article 7, pilotED will provide a continuum of support and services from those in the least restrictive environment to increasingly restrictive options in order to meet students' specific needs. Students with disabilities will be provided the services specified in their IEP.

- Related Services: Related services are developmental, corrective, and other support services required to help a student with a disability benefit from instruction within the general education curriculum. Related services may include, but are not limited to: counseling, occupational therapy, physical therapy, school health services, speech/language therapy, hearing/vision services, and other support services (paraprofessional support, sign language/oral interpreters).
- Support Services: Other support services provided to children include, but are not limited to: assistive technology devices, behavior intervention plans, and curriculum modifications.
- Special Education Services: Students receive specially designed supplemental instruction based on their needs as identified in the IEP. The special education teacher works to adjust the learning environment and adopt instructional techniques and methods to meet students' individual needs.
- Transportation Services: In the event the IEP team determines a student needs transportation services, pilotED will work with IPS or private contractors to provide transportation for the student.
- Collaborative Consultant Teacher (CCT)/Co-Teacher: In CCT classrooms students with disabilities and general education students are educated together, by a general education teacher and a special education teacher. The CCT collaborates with the general education teacher and provides instructional support to the student while the special education teacher serving the class adapts and modifies instruction for students with disabilities.
- Adjustments to curricula and instructional programs: pilotED teachers will be trained to make adjustments to curricular and instructional programs and practices to meet the need of our special student populations. Because the adjustments are common practices across our schools, students with special needs do not feel "different" from peers in general education, contributing to an overall culture of inclusivity and optimism.

Least Restrictive Environment

pilotED will comply with all state and federal laws to ensure students with disabilities are served in the Least Restrictive Environment (LRE) where they are afforded access to general curriculum and integration with their non-disabled peers, with appropriate modifications and accommodations as delineated in their IEPs. To that end, individual classroom enrollment may not be comprised of more than 30 percent of students with disabilities. pilotED's will utilize the general education classroom, co-teaching, push-in/pull-out support, alternate assessments, and in rare cases, self-contained Special Education classrooms as a part of a students' LRE. All decisions regarding a student's placement are based on the student's abilities and needs.

Before making a decision to change a child's LRE, pilotED will confirm that the child has received all the services outlined in the IEP. If a student continues to struggle in their current LRE even with the services outlined in their IEP, the IEP team may convene to determine if the current placement is still appropriate under IDEA. A student's IEP cannot be revised without holding another IEP meeting. Any meetings regarding LRE will include the parent, special education teacher, general education teacher, school administrator, and related service providers and IPS personnel as appropriate.

Accommodations

- All daily curricula and weekly and unit assessments receive the accommodations and modifications detailed in the students' IEP. General education and special education teachers work together to ensure this is accomplished.
- Based on a student's current level of performance (as determined by diagnostics and current student performance data) students are provided online and written curricula at their instructional level. This includes access to independent, guided and shared reading texts that are appropriate both in content and level to a student's age, developmental level and current instructional level.

- All students receiving special education services also receive small-group, differentiated instruction as part of their daily schedule. During this time, students receive targeted, skill-based instruction customized to their individual needs as determined by the NWEA Learning Continuum.
- Students are given immediate feedback on daily formative assessments and provided with opportunities for remediation on the spot and one-on-one by the general education and/or special education teacher.

Responsible Staff Members and Parental Involvement

pilotED will employ a properly certified individual as the Director of Special Services (DSS) and a certified Special Education teacher. These individuals will ensure that parents/guardians of children with special needs are informed of their student's progress on annual IEP goals and in the general curriculum frequently. The DSS and Community and Family Manager (Director of School Culture until this position is filled) shall provide annual training to families whose children are identified as receiving special education services, reviewing with families the IEP process and documentation, the difference between modifications and accommodations, and the due process rights of families within the process. We will make available contact information for outside support resources and have on campus mini conferences from available outside support resources.

The Director of Special Services will also hold targeted professional development ensuring that all staff will be working on proper identification of at-risk students in potential need of services. All teachers will receive full training from our Director of Special Services, Director of Curriculum & Instruction and Director of School Culture in our referral process, as well as in the successful implementation of modifications and accommodations within the classroom.

During their regular meetings, teachers will discuss and strategize to meet the needs of students identified as needing additional assistance. Staff development enables school personnel to be well informed about and trained to carry out LRE initiatives. The entire staff, including administrators, general educators, special educators and paraprofessionals, will be trained to educate students with disabilities and it is expected that teachers take advantage of the special education teacher in their classrooms to help them develop units, lesson plans or classroom activities.

English Learners

pilotED will administer a home language survey to determine whether a language other than English is spoken at home. Any student whose home language is not English will be screened using the WIDA ACCESS Placement Test (W-APT) at the beginning of the school year, or when the student enrolls at the school. This test assists educators in identifying (and avoiding misidentification of) English Learners (ELs), informing instruction and ensuring that all students can access academic content and master performance and content standards. W-APT test items are written from the model performance indicators of WIDA's five ELP standards for languages: Social & Instructional, Language Arts, Mathematics, Science, and Social Studies.¹⁸

English Learners will receive speaking and written language support tailored to their individual needs while providing access to the general curriculum and school environment as much as possible. An EL teacher will work with the principal, administrators, classroom teachers, and parents to ensure that ELs receive appropriate support and make strong progress toward their goals. If the amount of EL students attending the school unexpectedly increases, we may also hire a full-time EL aide who will provide instructional support in the classroom in addition to pulling out students in need of additional support. Our School Principal and Director of Curriculum & Instruction will oversee compliance and proper implementation of the EL Program.

ELs will take the ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners) Test annually to monitor their progress in acquiring academic English. Specific areas of

¹⁸ M. Gottlieb. "Understanding the WIDA English Language Proficiency Standards." WIDA Consortium, 2007.

interventions and measurement tools are listed below and have been adapted from Colorín Colorado, a research-based educational service from WETA of Washington D.C.¹⁹

- Overall Language Performance
- Oral Communication Skills
- Reading Skills
- Fluency Skills: Expressive Reading
- Use of Comprehension Strategies

Students will be exited from the EL program after achieving English proficiency according to the Access Test. pilotED Schools intends to have our students' ACCESS scores at an overall proficiency level of 5.0 with a literacy proficiency level of 4.3.

III. ORGANIZATIONAL VIABILITY AND EFFECTIVENESS

A. Enrollment/Demand

Grade	Year 1 Enrollment	Year 2 Enrollment	Year 3 Enrollment	Year 4 Enrollment	Year 5 Enrollment	Year 6 Enrollment	Year 7 Enrollment
K	81	81	81	81	81	81	81
1	81	81	81	81	81	81	81
2	81	81	81	81	81	81	81
3	0	81	81	81	81	81	81
4	0	0	81	81	81	81	81
5	0	0	0	81	81	81	81
6	0	0	0	0	81	81	81
7	0	0	0	0	0	81	81
8	0	0	0	0	0	0	81
Total	243	324	405	486	567	648	729

In our seventh year, pilotED's campus will be able to provide 729 quality seats to the families of Indianapolis. At maximum, our school will have 3 classes per grade with 27 students in each class. While we are excited to be able to provide 729 students with an excellent and holistic education, the actual demand for quality schools in the Bethel Park area is distressingly higher.

Bethel Park/Barrington Study Area

According to the IFF quality seat analysis, this IFF Study Area has 3,452 students who are in need of quality seats. For K-5 students in this area, 58% of students are in need of better schools, making 2,002 students inadequately served. For 6-8th grade students, 581 students do not have quality seats. By combining K-5 and 6-8 students, we see that 2,583 students are not attending a high-quality school. At scale, pilotED's Bethel Park campus would serve these students.

During our initial community walks, we surveyed community members and have met numerous supporters who are eager to have a social identity-focused high-quality school in their neighborhood. While engaging families and community members, the pilotED team found that many community members indicated they would support a school that valued the identity of its students and strong community programming. But more importantly, some indicated "unsure" when it came to supporting a school like pilotED. This data tells us that additional outreach in this neighborhood is needed, as we believe that more connections in this neighborhood paired with informational sessions about pilotED's social identity and community programming will bring forth additional support. We will

¹⁹ Data compiled from Colorin Colorado at <<http://www.colorincolorado.org/>>

continue to survey community members to better understand the community's needs and desires for a school like ours.

As a school that is committed to community engagement and organizing our parents to fight for issues that are close to their hearts, it is priority of ours to get to know our neighborhood and its residents face-to-face. We put tremendous weight on being able to connect authentically with our parents to not only grow lasting relationships with them but to build strong enrollment partnerships amongst them, as well. Therefore, our conversations must be intentional, honest, and full of vision-building for their community.

Our recruitment process is focused on engaging the following **three partners**:

1. We have identified **key stakeholders** such as community centers and churches in the neighborhood as crucial partners such as Early Learning Center, Concord Place, Bethel Park Neighborhood Center, Lawrence United Methodist, Mt. Zion Apostolic Church, Master Barber Barbershop, NewBeginnings Fellowship Church, Far East Side Neighborhood Center, Brightwood Community Centers, Edna Martin Christian Center, Martin Luther King Community Center, La Plaza Inc, and Little Bethel Crosstown Community Center.
2. We will continue to engage **community members** to listen to their personal histories, understand the local educational context, and eventually distribute flyers where families live. We have already begun conducting community walks around the campus and meeting people on sidewalks, in the park, and at local businesses. Our community walks are conducted by staff, volunteers, and parents.
3. We intend to build and strengthen **early-childhood education (ECE)** community partnerships. These relationships are important to us because they are mutually beneficial, where pilotED can provide resources to ECE centers while retaining a pipeline to bring in kindergarten students year-after-year. For example, pilotED will be providing ECE centers and their students with extracurricular enrichment opportunities and access to pilotED's community programming. Currently, we have started the process of building these partnerships with key ECE centers in the Bethel Park neighborhood.

In addition, our recruitment process utilizes **three approaches** of strengthening relationships in the community and ensuring families are aware of what we can offer:

1. Upon facility acquisition, we will be working with **SAVI** to obtain addresses of households with school-aged children and begin mailing postcards to families within Barrington and other communities.
2. We will host a number of **community events** that are empowering in nature such as skill-building workshops and leadership seminars as well as fun-oriented events such as block parties, field days, BBQs, sporting activities, etc. These events serve to empower families and to build visibility for pilotED as a resource hub as well as a school. These are some of the same approaches we used in Chicago to build strong community partnerships and lasting visibility as a neighborhood-centered school.
3. With Indianapolis Public Schools moving to a universal enrollment system, we intend to leverage the visibility and student access that such a system as **Enroll Indy** will provide.

pilotED is open to all children, regardless of race or socioeconomic status, and is committed to serving students that reflect the local community. Parents are to apply for admission through the Enroll Indy OneMatch system. In the event that applications exceed available seats, students will be selected for admission by a random lottery through Enroll Indy.

In the unlikely event that pilotED is unable to secure the Bethel Park facility, the pilotED team is prepared to serve in other neighborhoods seeking a high-quality school.

III.B. Human Capital

pilotED firmly believes that the recruitment, development, and retention of high-quality school personnel is one of the strongest predictors of success in both academic and cultural programming. As such, pilotED will put great value and care into creating a school that supports teachers and staff through competitive compensation and benefits, multiple opportunities for collaboration, intensive coaching, and rigorous professional development. This investment and commitment to exceptional staff is reflected in pilotED's high expectations for prospective teachers.

Key Features of a pilotED Teacher to Drive Team-Mindedness

The pilotED teacher must...	Description
Be coachable	Knowing that all educators have areas for growth, pilotED teachers need to be ready to positively receive and own their growth by utilizing live feedback and direct coaching.
Explore personal and family histories with vulnerability	pilotED teachers need to explore their early experiences and familial events that have contributed to their understanding of themselves. As part of this process, teachers can conduct informal interviews of family members (e.g., parents, grandparents) about their beliefs and experiences regarding different groups in society. The information shared can enlighten teachers about the roots of their own views. When teachers come to terms with the historical shaping of their own values, they can better relate to their colleagues and students who bring different and/or shared histories and expectations.
Have past experience of leadership	pilotED is dedicated to developing future leaders within the school building from experienced staff. Consequently, teachers would ideally have illustrated leadership as a part of their past, whether they were a volunteer leader, head of a college club, head of the department at their last school, or any other relevant leadership experience.
Be entrepreneurial	It is crucial for our teachers to be self-starter and entrepreneurial-minded as we grow an organization that seeks to impact students and families for decades to come. With many teachers seeking a stable job where all materials are simply handed to them, we expect our teachers to be creators just as much as we expect them to be implementers.
Demonstrate a track record of student success	Knowing that academic success is one of the key drivers to a positive shift in a student's life trajectory, it is imperative that our teachers have a strong track record of being able to get great results for students with a shared demographic as our own.
Commit to high expectations for all students	All pilotED teachers will make sure that each student knows the expectations of them to engage, perform, and achieve at a high level, rather than making excuses for some students who don't participate at optimal levels at times.
Actively engage all students in learning	Coaches students to question, consult original material, connect content to their own lives, write to learn, read broadly, build models, test hypotheses, and makes time to build relationships with them so that the disappointments that come from trying and not quite succeeding don't cause our students to quit learning.
Facilitate learning	Builds students' capacity to handle new material, solve complex problems, and develop new skills by scaffolding their learning from what they already know through a series of increasingly complex experiences that shift the locus of control from the teacher to the learner.
Recognize the assets and capabilities of families in education	Our teachers will understand the cultures represented in their classrooms by getting to know your students and through engaging in the community where our students live. Teachers will be expected to listen to students talk about their lives, and understand what and whom they care about. Through professional development led by the Community and Family Manager, teachers will learn about the specific cultures and neighborhoods represented in pilotED's student body.
Anchor their curriculum in the everyday lives of your students	Our teachers will connect their students' knowledge and skills to content knowledge. It will be imperative for our teachers to use real life, authentic texts to engage students in inquiry about things that matter to them.
Practice empathy using perspective-based learning	Teachers will put themselves in situations where they're not dominant, where they're a noticeable minority or in a group where they don't know the norms and unspoken rules. Teachers will recognize what that feels like and sit with the discomfort and ask themselves questions: What did I do to make myself more comfortable? What did I do to be effective or survive in that situation? What did others do that either helped or hindered my

	effectiveness? What would have helped me in that situation? These answers will help our teachers create structures that are all-inclusive for students.
Share control of the classroom with their students	pilotED teachers must be committed to creating student investment and participation in the creation of positive classroom culture. By bringing students into the process of behavior management and discipline, through the implementation of Restorative Justices and culturally responsive practices, teachers will be expected to inspire student ownership within the classroom.
Reflect frequently in thought and writing	Teachers must reflect on their actions and interactions as they try to discern the personal motivations that govern their behaviors. Understanding the factors that contribute to certain behaviors (e.g. racism, ethnocentrism) is the first step toward changing these behaviors. This process is facilitated by autobiographical and reflective writing, usually in a journal.
Acknowledge membership in different groups	Teachers must recognize and acknowledge their affiliation with various groups in society, and the advantages and disadvantages of belonging to each group. For example, for white female teachers, membership in the white middle-class group affords certain privileges in society; at the same time, being a female presents many challenges in a male-dominated world. Moreover, teachers need to assess how belonging to one group influences how one relates to and views other groups.
Learn about the history and experiences of diverse groups	It is important that teachers learn about the lives and experiences of other groups in order to understand how different historical experiences have shaped attitudes and perspectives of various groups. Further, by learning about other groups, teachers begin to see differences between their own values and those of other groups. To learn about the histories of diverse groups, particularly from their perspectives, teachers can read literature written by those particular groups as well as personally interact with members of those groups.
Visit and reads about successful teachers in diverse settings	Teachers need to learn about successful approaches to educating children from diverse backgrounds. By actually visiting classrooms of successful teachers of children from diverse backgrounds and/or reading authentic accounts of such success, teachers can gain exemplary models for developing their own skills.
Have an appreciation of diversity	To be effective in a diverse classroom, teachers must have an appreciation of diversity. They must view difference as the “norm” in society and reject notions that any one group is more competent than another. This entails developing respect for differences, and the willingness to teach from this perspective. Moreover, there must be an acknowledgment that the teachers’ views of the world are not the only views.
Participate in reforming the institution of education	The educational system has historically fostered the achievement of one segment of the school population by establishing culturally biased standards and values. The mono-cultural values of schools have promoted biases in curriculum development and instructional practices that have been detrimental to the achievement of students from culturally and linguistically diverse backgrounds. Teachers need to participate in reforming the educational system so that it becomes inclusive. As the direct link between the institution and the students, teachers are in a pivotal position to facilitate change. By continuing a traditional “conform-or-fail” approach to instruction, teachers perpetuate a mono-cultural institution. By questioning traditional policies and practices, and by becoming culturally responsive in instruction, teachers work toward changing the institution.

****** Compiled with additional attributes from G. Gay. *“Culturally Responsive Teaching: Theory, Research, and Practice.”* Columbia University-Teachers College Press, 2010. and E.B. Kozleski. *“Culturally Responsive Teaching Matters!”* Equity Alliance, 2014.

Selection Process

Phase	Action Item	Description
1 Recruitment	Identify teacher openings	The School Principal decides on projected staffing needs based on teacher resignations, terminations, retirements, budget and student enrollment. These needs are then conveyed to the Director of Business & Operations to begin the search for candidates to fill openings.
	Establish Partnerships	pilotED has established partnerships with Teach for America, The New Teacher Project, Profound Gentlemen, the Schools of Education at University of Indianapolis, and seeks to deepen relationships with Marian University, Butler University, and Notre Dame University to provide a source of teaching talent.

	Conduct National and Local Search	pilotED will recruit on social media, post rigorously on job search websites, attend job fairs, and will deepen pipelines in other Midwestern cities.
	Online Application	All candidates are to complete a single online application for vacant positions at pilotED. The online form includes a performance task (e.g. student data analysis), an observation task (e.g. assessment of a teacher and/or classroom video clip), and a set of questions that give insight into the candidate's teaching experiences, vision for teaching at pilotED, and experience with certain strategies. This application will also include an opportunity for candidates to submit any teaching materials such as sample lesson plans, unit plans, and assessments. pilotED will score them using a rubric that investigates the rigor, alignment, focus, and coherence of those materials.
	Communication with the Candidate	The Director of Business & Operations is responsible for establishing contact to initiate the interview process, which will include a phone interview, in-person interview and a demo-lesson when possible with real time feedback.
2 Screening	Reviewing Teacher Applicants	The School Principal and pilotED's leadership team share responsibility in reviewing and screening teacher applications. They are looking for several indicators of success- teaching experience, cultural competency, strong track record of social justice leadership, strong track record of success, entrepreneurship, certification, adaptability, diversity of thought and background, team player, etc.
	Phone Interview	A member of the pilotED team will conduct a phone interview with the applicant. Phone interviews are typically 45 minutes in length including 15 minutes for the candidate to ask questions.
3 Campus Visit	Demo lesson	The candidate is invited to come to campus to do a demo lesson with pilotED students. The interviewer will be observing the candidate's questioning strategies, behavior management, and general interaction with the students.
	Real time feedback	pilotED gives candidate immediate feedback on their instruction and some suggestions and sees how the applicant incorporates the feedback. Additionally, role plays on a specific school-related case study will be carried out.
	Group Interview	In a group, candidates for this round of interviews are given specific roles and a specific problem scenario. They are tasked to role-play as pilotED teachers, work together to come up with a solution, and explain their thinking.
	Expectation Mapping with Principal	The candidate will have some time to sit down with the Principal to discuss a potential fit at our school and the unique opportunities of working at pilotED.
4 Onboarding	Job Offer	The Principal will sign off on hire, send start date, salary amount, part or full-time info to Director of Business & Operations. After hiring and the decision is made, the Director of Business & Operations will send the employment agreement, background information collection, background check, health benefits sign-up, and bio paragraph to new hire to complete, sign, and return. The Director of Business & Operations will also attach appropriate documents and links (i.e. Employee Handbook) to new hire.
	New Staff Orientation	The pilotED leadership team will allot one day before pilotCamp (whole staff summer retreat) towards New Staff Orientation. During this time, new staff members will be introduced to the leadership team, get acclimated to staff resources (lesson planning site, HR site), onboard campus technology (laptop pickup, system logins, e-mail, Slack, PowerSchool, KickBoard, printer setup), get new key/fobs, tour school, get a head start on classroom setup, and do team building activities. For those who start after the beginning of the year, such staff orientation will begin immediately.
	pilotCamp/Summer Professional Development	To set the tone and culture for the upcoming school year, pilotED will hold a three-day professional retreat for all staff at the beginning of each year held in a secondary location facilitated by outside providers. After this retreat, all teachers and staff will attend a 2-week professional development series to cover all remaining academic and cultural material for the upcoming school year.

Professional Development

pilotED firmly believes that the true agents of transformational student outcomes are the teachers and staff within the building. As such, we will invest heavily in the holistic development of pilotED personnel, just as we would for our students. By leveraging strengths and intentionally coaching around weaknesses, we believe that our teachers will be prepared to enact transformational change for our students.

Because teachers will not all excel equally in identical professional programming, pilotED will extend the multi-tiered support system for teachers. Universal supports include professional development during the summer and throughout the school year, collaborative learning opportunities, and formal and informal observations and coaching. Teachers that still struggle through these supports will receive additional interventions to enhance performance. These interventions may be more intensive coaching, observations of other teachers, specialized PD and growth plans.

pilotCamp and Summer PD

To set the tone and culture for the upcoming school year, pilotED will hold a three-day professional retreat, pilotCamp, for all staff at the beginning of each year. This professional learning will occur in a secondary location each year and the majority of the programming will be facilitated by outside providers. pilotCamp will serve as opportunity for all teachers and staff to build relationships with each other, and begin the same reflection, social and cultural awareness, and identity development that we will also ask of our students. Sessions will focus on topics such as anti-bias and culturally relevant teaching, vulnerability, trauma-informed education, social justice, educational inequality and the relative experience of various marginalized groups in our country.

At the conclusion of pilotCamp, staff will return to the school site to complete a two-week professional development program, focused on the day-to-day academic and behavior structures that will be used in the school. The majority of these sessions will be created in-house and facilitated by school administrators, senior teachers and qualified staff. Prior to pilotCamp each year, new teachers and staff will attend a three-day orientation to cover any necessary school-wide systems that seasoned teachers are already familiar with (i.e. lesson plan format).

On-Going Development and flightSchool

Throughout the school year, pilotED will continue the development of our teachers through weekly sessions, to take place in the afternoon on Fridays (half-day for students). This professional development will cycle through instruction strategies (some ELA and Math specific), data analysis, culture, and behavior management. Practices covered during these sessions will reinforce and build on information covered during summer professional development, and may be based on need identified through classroom observations and teacher feedback.

Once per quarter, Friday PD will be dedicated to flightSchool, a session facilitated by an outside provider which reinforces the content from summer pilotCamp. These PDs may be held at the school, or staff may travel to a secondary (local) location to complete the session.

Sample Quarterly Professional Development Schedule

1 st Friday	ELA PD	6 th Friday	Teacher half-day off
2 nd Friday	Math PD	7 th Friday	ELA PD
3 rd Friday	Teacher half-day off	8 th Friday	Math PD
4 th Friday	Culture PD	9 th Friday	Culture PD
5 th Friday	flightSchool	10 th Friday	Teacher half-day off

Teachers and staff may also request to attend individual professional development opportunities outside of the school in order to enhance their existing skills. In certain situations, pilotED's administration may ask a teacher to attend an individual PD in order to represent the school and bring back information learned to share with the school (see below) or to address a specific instructional deficit as identified by classroom observations.

Collaborative Learning

At pilotED, teachers should have the agency to act purposefully and direct their own professional growth, therefore contributing to the professional growth of others. Depending on experience and interest, pilotED teachers will have the opportunity to create and lead sessions during summer or Friday professional development. While pilotED does acknowledge that utilizing external experts will be an important resource for our early professional development, pilotED believes that the source of solutions to learning challenges can also be found within the walls of the school.

Additionally, pilotED Schools will create professional learning communities (PLCs), spaces dedicated to bringing teachers with similar content expertise or interest together to collaborate and direct their own professional growth. In order to ensure a diversity of opportunities, pilotED will feature many distinct professional learning communities: ELA/Social Studies, Math/Science, School Culture, Civic Engagement, Diverse Learners, and New Teachers. Teachers will be encouraged to join the PLC which most closely aligns with their instructional responsibilities at the school, but will have the autonomy to choose for themselves. School administrators and teacher leaders will organize and supervise PLC meetings, however the learning and content covered through the PLC will be staff-driven.

Grade-level teams will meet on a weekly basis during their designated prep block to discuss any information or issues specific to their grade level. Content covered may include professional development for specific instructional strategies (identified as necessary through observation), grade-band data analysis, discussion of MTSS students and supports and discussions of culture and climate across the grade level. These meetings will be led by the Director of Curriculum & Instruction (DCI), Director of School Culture (DSC) or the Director of Specialized Services (DSS) depending on the content covered.

Observation and Coaching

pilotED recognizes that all of the professional development in the world is useless if it does not translate to a change in student performance or culture in the classroom. In order to address the effectiveness of our PD program and the needs of our teachers, pilotED will employ regular observations and coaching opportunities for teachers. Teachers will receive, at minimum, one weekly informal observation or walk-through from either the School Principal/Director of Curriculum & Instruction or Director of School Culture focusing on instructional strategies and pedagogy or classroom climate respectively. The observer will then meet briefly with the teacher later in the day to discuss the observation, identify areas for growth, and create a goal for their next observation. These observations may at times focus on recently taught strategies from Friday professional development and flightSchool.

In addition, school leaders (administrators, lead teachers, coaches) will participate in live coaching during informal classroom drop-ins and observations. In this practice, used by other high performing schools, observers will correct and coach strategies and pedagogies in the moment, or immediately after the observation. It is pilotED's philosophy that this immediate and direct feedback will allow teachers to identify issues and adjust instruction more quickly, leading to greater student outcomes.

pilotED will use observations and feedback collected from multiple observers to identify teachers in need of more intensive and direct coaching. Through collaboration with school administrators, these teachers will create deliberate growth plans and goals related to their deficiencies in academic instruction and/or classroom climate. Depending on need, the DCI, DSC or both will routinely observe the teacher, coach specific strategies, recommend resources and monitor the teacher's progress.

Teachers will also have the opportunity to learn from each other by utilizing time during prep blocks to observe other classes. These observations may be used for struggling teachers to witness master teachers in action and note their strategies. Conversely, lead teachers can observe other members of their team to provide coaching and support from the perspective of someone that is teaching the same students.

Staff Evaluation Structure

As pilotED works to holistically develop our teachers and staff, it becomes necessary to evaluate performance in the same manner. Just as we analyze the relative success of our academic programming through the results of state-

wide assessments, the end-of-year performance of our teachers will provide pilotED's administration valuable information regarding the success of our professional development. Our staff evaluation system has been created to mirror the core values of pilotED and create a holistic assessment of performance.

- Academic Excellence: pilotED will evaluate our teachers and staff annually on their support of our academic programs and professional practice. Teachers will receive frequent observations, feedback and coaching support continuously improvement in instruction. Furthermore, teachers will receive a formal observation/evaluation at the beginning, middle and end of the year, and will use the results of this observation to set year-long goals (flightPlan).
- Social Identity: In order to fully support the holistic development of our students, pilotED's staff must be able to engage with their own identity development and foster an environment in which students can do the same. It is pilotED's belief, that the extent to which staff members support the school's mission and culture will be evident through weekly culture observations and the relationships they are able to build with students.
- Civic Engagement: pilotED is dedicated to creating a school that empowers both the students and the community as a whole. In order to achieve this, buy-in from all parties is a necessity. Staff will be expected to support this system through active engagement with the community and participation or organization of civic engagement opportunities.

Evaluation Area	Weight	Evaluator	Performance Assessed
Academic Excellence	60%	School Principal Director of Curriculum & Instruction	<ul style="list-style-type: none"> - Weekly observations/evaluations, response to instructional coaching and inclusion of professional development in classroom; - Formal observation/evaluation, growth from beginning to end of year based on the Danielson Framework (see Attachment 3.B.1.); - flightPlan Goal attainment; - Student Performance: student scores on state and school-wide assessment data (subject-specific scores will be used for departmental, identity and Specials teachers).
Social Identity	20%	Director of School Culture Culture Coach	<ul style="list-style-type: none"> - Weekly culture observations/evaluations, response to coaching related to culturally relevant teaching, RJ practices and classroom management; - Teacher-Student Rapport (TSR) survey results; - Be More assessments.
Civic Engagement	20%	Director of Curriculum & Instruction Director of School Culture	<ul style="list-style-type: none"> - Parent Communication: evidence of frequent contact with parents, progress report/report card return percentages; - Participation in school-wide civic engagement events; - Organization of civic engagement or extracurricular activities for students, parents and community at large.

School Staff

The staff reflected below represent pilotED operating at full capacity, serving grades K-8.

Position	Quantity	Job Description
Classroom Teacher	27	Reporting to the School Principal and being coached and observed by the Director of Curriculum & Instruction, pilotED's teachers will create and embrace a culture of compassion, exceptional positivity, and perseverance where high expectations are the norm. pilotED's instructional model is grounded in approaches that allow children to learn and grow in ways that suit them best including inquiry-based learning through inquiry, integrated social-emotional development, integrated identity models, and exposure-based service learning. Core teachers will be responsible for all lesson planning, grading and daily assessment creation within their classrooms. Furthermore, they are responsible for creating safe and respectful classroom culture, through support and coaching from pilotED's administrative team. In addition, each grade level lead teacher will be responsible for facilitating weekly grade level meetings, clusters, PDs, and PLCs. They will also support core teachers through observation and feedback regarding classroom instruction, lesson planning and data analysis.
Special Education Teacher	4	Reporting to Director of Special Services, the Special Education teacher will be responsible for planning an appropriate instructional program designed to meet the goals in pilotED's diverse scholars' Individualized Education Plans (IEP). They will collaborate with classroom teachers and the Director of Special Services to identify and assess students for special services and write and implement IEPs. The Special Education teacher will instruct their students through an appropriate combination of both push-in and pull-out support, as outlined by their IEPs. Like all teachers, they are also expected to support pilotED's mission and vision through culturally responsive teaching and a responsiveness to coaching and feedback.
Identity Teacher	3	Reporting to the Director of Curriculum & Instruction, the Identity teacher will be expected to support the mission of the school through the implementation of pilotED's Identity curriculum. It will be expected that this teacher has engaged in their own identity development, and will continue to do so in order to guide pilotED's students through their own. The Identity teacher will collaborate with the Director of Curriculum & Instruction each quarter to evaluate and adjust the content of the Identity class to best meet the needs of our students. Additionally, they will collaborate with classroom teachers to align culturally relevant topics in core subjects with the Identity content. When they are not teaching, the Identity teacher will be expected to support school culture and discipline practices through RJ practices and conferencing with students.
Specials Teachers (Art, Gym, Foreign Language, Tech)	4 (1 per subject)	Reporting to the Director of Curriculum & Instruction, Specials teachers will create and implement instructional programs based on Indiana State Standards which support both pilotED's model and best practices of their subject. When they are not in the classroom, specials teachers will support student learning by leading push-in/pull-out small group/pilotPod instruction, proctoring school-wide assessments, supervising lunch/recess blocks and creating during/after school programming related to their subjects.
Teacher Aides	18	Reporting to the Director of Curriculum & Instruction, pilotED's teacher aides will assist teachers in creating and embracing a culture of compassion, exceptional positivity, and perseverance where high expectations are the norm. TAs will plan, design, and implement curriculum with supervision from pilotED lead teachers. Each grade level will have two TAs: Academic and Culture. These TAs will focus on supporting instruction and behavior in the classroom respectively.
Special Education Teacher Aides	2	Reporting to the Director of Special Services, the Special Education TA will support the efforts of the Special Education teachers and special service providers. These TAs will be responsible supporting planning and instruction to help meet the requirements of IEP accommodations and modifications. SPED TAs may be asked to assist in logistics, tracking and monitoring of IEPs and provide insight during IEP meetings, however unless licensed in Special Education, will not provide direct instruction to students.
English Learner Teacher	1	Reporting to the Director of Special Services, the EL Teacher will be responsible for providing high-quality instruction to ensure pilotED's EL students are advancing appropriately through curriculum. Based on recommendations from teachers and staff, the EL teacher will assess students through WIDA and evaluate their English proficiency. Furthermore, they will coordinate with classroom teachers, TAs and Special Education

		staff to ensure that the needs of identified students are being met, and will monitor their progress through pilotED's educational program.
Social Work Coordinator	1	Reporting to the Director of Specialized Services, pilotED's Social Worker will help students cope with personal and psychological issues that affect their school performance, behavior and socialization. Through one-on-one, classroom or school-wide sessions, pilotED's Social Worker will address issues relevant to school attendance, illegal drug or alcohol dangers, teen pregnancy and adjustment to the social setting of the school. They also will assist teachers and administrators in dealing with behavioral or attitude issues by communicating with students to find the causes of their distress.
Specialize Services Interventionist	1	Reporting to the Director of Specialized Services, the primary role of pilotED's Specialized Services Interventionist will be to perform high-level departmental administrative support for the Department of Specialized Services. When needed, the Specialized Services Interventionist will provide the necessary support for the school's Social Work Coordinator, Director of Instruction and Curriculum, and the Director of School Culture.
Facilities Manager	2	Reporting to the Director of Business & Operations, the Facilities Manager is responsible for developing maintenance and cleaning procedures and ensuring implementation. Maintenance responsibilities include carrying out inspections of the facilities to identify and resolve issues, and checking electrical and hydraulic systems of buildings to ensure functionality. Custodial responsibilities include ensuring spaces are clean throughout the school day and for the next day by taking out trash, tidying furniture, dusting surfaces, sweeping and mopping floors, vacuuming carpets, washing and sanitizing toilets, sinks, and restocking disposables.
Office Manager	1	Reporting to the Director of Business & Operations, the Office Manager is responsible for providing clerical support such as enrollment, attendance, record maintenance, operating standard office equipment, ordering supplies, and computer software. Additionally, The Office Manager must have strong interpersonal skills and be responsible for greeting and directing visitors, responding to inquiries from the school staff, public and other school systems via telephone, fax, e-mail, etc. Lastly, the Office Manager is responsible for managing the office assistant and coordinating substitutes when teachers are absent.
Office Assistant	1	Reporting to the Office Manager, the Office Assistant is responsible for providing clerical support in any capacity to the Office Manager. Responsibilities include clerical support such as enrollment, attendance, record maintenance, operating standard office equipment, ordering supplies, and computer software. Additionally, the Office Assistant will assist the Office Manager in greeting and directing visitors, responding to inquiries from the school staff, public and other school systems via telephone, fax, e-mail, etc.
Culture Coach	1	Reporting to the Director of School Culture, pilotED's Culture Coach assists in the planning, coordination, and administration of school activities and programs, including student conduct and extracurricular programs. Similar to the DSC, the Culture Coach will frequently observe classrooms and coach teachers on highly effective strategies for classroom management and relationship building. The Culture Coach will also support school discipline through the implementation of Restorative Justice practices and parent engagement.
Instructional Coach	1	Reporting to the Director of Curriculum & Instruction, the Instructional coach will be responsible for supporting the development and growth of pilotED's teachers. They will be expected to be well-versed in live coaching and feedback in order to complete classroom observations and coaching sessions on a daily basis. The Instructional Coach will also create and present professional developments related to relevant instructional strategies during summer and Friday PD. They will also support analysis of school-wide data from both classroom and state-mandated assessments and assist in developing action plans to address deficiencies from these results.
Family Community Manager	1	Reporting to the Director of School Culture, pilotED's Family Community Manager will be the coordinator for The Community Institute (TCI), which is responsible for mobilizing family, school, and community resources to ensure that pilotED students are able to learn as effectively as possible. Furthermore, they will coordinate with school leaders and community members to organize all school-wide community/civic engagement events for the school year.

Director, Special Services	1	Reporting to the School Principal, the Director of Special Services will be responsible for ensuring a rigorous and compliant instructional program for all of pilotED's diverse learners. They will coordinate with the Special Education teacher and all specialized service departments to monitor the completion of all IEP minutes and interventions. They will also communicate with parents and teachers to schedule and ensure participation in all IEP meetings and concerns from either party. The Director of Special Services will also organize and supervise all special interventionists and paraprofessionals in their department.
Director, School Culture	1	Reporting to the School Principal and working closely alongside the Director of Curriculum & Instruction and the Director of Specialized Services, the Director of School Culture will work in a highly visible leadership capacity to maintain a supportive, productive, and enriching school culture. The DSC will play an instrumental role in establishing and reinforcing high expectations for positive student behavior. The DSC will maintain consistent and constructive communication with teachers, administrators, and student families in an effort to ensure that school culture norms are effectively defined and reinforced.
Director, Curriculum & Instruction	1	Reporting to the School Principal and working closely alongside the Director of School Culture and the Director of Specialized Services, the Director of Curriculum & Instruction will assist the school in strengthening instructional programs through a strategically planned, standards based approach with a focus on narrowing achievement gaps. The DCI will provide frequent observations and coaching for teachers and staff to improve and enhance instructional programs. Furthermore, the DCI will be responsible for the selection and development of all necessary curriculum and provide professional development on these curricula and relevant instructional strategies. The DCI will also organize and monitor compliance in the completion of all state-mandated assessments and lead the data collection and analysis of assessment results to drive future academic programming.
Director, Business & Operations	1	Reporting to the Chief Executive Officer, the Director of Business & Operations will be responsible for managing the logistics of school operations that do not directly relate to instruction. The DBO seeks to relieve the Chief Executive Officer and instructional staff of non-instructional obligations so that they can focus almost exclusively on student achievement and instructional staff development. As our campus grows to accommodate additional grades, the DBO will provide operational infrastructure necessary to support successful school expansion and growth in student achievement. Responsible for oversight of: Food Service, Office Manager, Transportation, Technology and State Accountability Reports. Oversees payroll and accounts payable functions of staff and assists with additional functions of Human Resources. Must also be strong in record maintenance, operating standard office equipment, and computer software.
School Principal	1	Reporting to the Chief Executive Officer, the School Principal will serve as the chief administrator of the school in developing and implementing policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member. The School Principal will work alongside the Director of Curriculum & Instruction to implement and measure best academic and professional development practices for the school's instructional staff, plan and continually design pilotED's innovative curriculum, and design and implement teacher training for effective curriculum implementation.
Chief Executive Officer	1	Reporting to the Executive Board of Directors, the Chief Executive Officer (CEO) is responsible for the effective operation of the organization, general administration of all development, business, and other operations of the school. The CEO will administer and supervise the leadership team, foster a culture of positive & engaged learners, and serve as a strong advocate for the school's core values--including developmental philosophy and parental involvement. The CEO will also work collaboratively with the Director of Business & Operations, Office Manager, School Principal, and the Executive Board of Directors to provide consistent and effective school leadership for this new school.

Compensation Structure

Salary

It is one of pilotED's top priorities to take care of our educators because we believe that happy and healthy teachers will be able to carry out their best work and affect the most change in the classroom. pilotED also believe that strong teachers who work hard and yield high outcomes should be rewarded. Therefore, pilotED will offer teachers competitive salaries, annual pay increases, merit-based bonuses, and benefit packages. The base salary for classroom teachers is \$43,000 with annual cost of living raises at 3.25%. At the end of each school year, a bonus will be given to teachers who yielded high marks in student academic growth, staff evaluation ratings, and took on leadership roles at school. During the summer, one teacher per grade level will have the opportunity to earn a stipend of \$1000 to develop curriculum for the new grade level in our growth years.

Benefits

To ensure strong year-over-year retention rates, pilotED has created a competitive benefits package equivalent to 30% of staff members' base salaries. All full-time pilotED staff will be able to enroll in a 401K plan where pilotED will match 50% of the employee's contribution up to 2% of his or her gross salary. Additionally, pilotED will be able to offer the following insurances to all full-time employees: Health Insurance, Dental Insurance, Vision Insurance, Life Insurance, Workers Compensation, and Unemployment Insurance. To ensure personal health and wellness, pilotED teachers will be allotted 5 Paid Time Off (PTO) days in addition to holidays and routine school breaks. Last but not least, all staff will receive a holiday bonus equivalent to 1% of their base salary, \$480 per year towards cell phone plans, and a \$300 wellness stipend to spend throughout the year on gym memberships, mental health services, or vacation.

Department of Special Services

pilotED Schools is dedicated to ensuring that every student in our school receives an education that affirms their social identity and is transformational academically. Consequently, our school emphasize the importance of meeting the needs of our diverse learners and have created structure that will allow for high-quality instruction and thorough monitoring and accountability. The Director of Special Services will be responsible for overseeing all of the specialized services and related personnel which are available to our students: Special Education, English Language Learning, Social Services. Additional services required (i.e. speech, occupational therapy, physical therapy) will be contracted outside of the school to come in weekly to meet all student needs.

At pilotED Schools, it is expected that every teacher supports our school model through culturally responsive and trauma informed instruction. This becomes even more important for teachers and staff that work directly with our diverse scholars, who frequently present more negative behavior as a result of past emotional trauma or academic level. pilotED expects that all teachers and staff within the Special Services department are prepared and equipped to handle this challenge. Recognizing the different challenges that comes with Special Education instruction, pilotED will also utilize special considerations when evaluating these staff members (**Attachment 3.B.2**). The staffing structure as well as additional qualifications for specific positions within the Special Services department can be seen below (for general position descriptions see table earlier in section III.B).

Position	Additional Qualifications
Director of Special Services	<ul style="list-style-type: none">- Degree in Special Education (advanced degree preferred)- Experience and evidence of success in Special Education instruction and/or management- Thorough knowledge of state and federal SPED law and compliance- Background or understanding of social services
Special Education Teacher	<ul style="list-style-type: none">- Degree and licensure in Special Education- Minimum 1 year experience teaching with similar populations of students- Thorough understanding of the creation and implementation of IEPs- Advanced capability in collaborating with classroom teachers and differentiating instruction
English Language Learner Teacher	<ul style="list-style-type: none">- Degree in English as a Second Language- Thorough understanding of WIDA assessments and standards

	- Advanced capability in collaborating with classroom teachers and differentiating instruction
Social Work Coordinator	- Advanced degree in Social Work - School Social Work licensure through IDOE - Demonstrated success in former school or similar environment

C. Governance and Management

The Founding Team & Experience

With a combined 20+ years of experience in education and 10+ years in executive leadership, pilotED's founding team of five have been relentless in their pursuits to make pilotED Schools a national voice on social identity issues facing our country's urban students. The following is a list of the people, organizations, and achievements that have pushed our work to the forefront of conversations regarding race, gender, and other social identities in the K-12 space. These partnerships have not only bolstered the founding team's leadership experience but have allowed for pilotED to gain critical traction in its efforts to empower students and families across the nation.

Fellowships & Accelerators

- Forbes 30 Under 30 Global Accelerator
 - Israel & Haiti (2017)
- NewSchools Venture Fund: Invent Fellowship
 - Oakland (2016-2018)
- Camelback Ventures Fellowship
 - Brooklyn & New Orleans (2015-2016)
- The Mind Trust: Innovation School Fellowship
 - Indianapolis (2017-2019)
- Thomas B Fordham Institute: Policy Fellowship
 - Washington D.C. (2015)
- Echoing Green: Black Male Achievement Fellowship
 - New York City (2016-2018)

Articles & Publications

(Clippings of the following articles/publications can be found in **Attachment 3.C.3.**)

- "Top 50 Founders To Watch" by Marquita K Harris
 - ESSENCE Magazine, Nov 2017
- "30 Under 30 Education 2017: Revolutionizing Learning Inside The Classroom, Post-College And Online" by Caroline Howard
 - Forbes Magazine, Jan 2017
- "Chicago Education Program Founders Included in Forbes '30 Under 30'" by Matt Masterson
 - WTTW/PBS, Jan 2017
- "Changing The World, One School At A Time" by Matthew Tully
 - USA Today & IndyStar, July 2017
- "Here Is How Identity-Based Education Changes Lives" by Nigel Roberts
 - NewsOne, Aug 2016
- "20 Inspiring African Americans Impacting The World Through Social Impact & Social Innovation" by Grant Trahan
 - Cause Magazine, 2017
- "Entrepreneurship in Education: Strengthening Community Voices in Chicago" by Jennifer Bradley
 - Aspen Institute, Sept 2016

- “*pilotED Schools*” by Estefany Delgado
 - NewSchools Venture Fund, May 2016
- “*Meet the 10 Teach For America Alumni On The 2017 Forbes 30 Under 30*” by TFA Editorial Team
 - Teach For America, Jan 2017
- “*Start With Passion: How pilotED Is Changing Education In Chicago*” by Kate Vandeveld
 - Why Whisper Collective, May 2015
- “*Education Nonprofit Tailored To Students Of Color Wins Global Fellowship*” by Tatiana Walk-Morris
 - DNAinfo, Jun 2016
- “*Q & A With Jacob Allen, Founder & CEO at pilotED Schools*” by Brian Berg
 - Daily Whale, Feb 2016
- “*Starting Schools With Jacob Allen*” by Elizabeth Bates
 - Camelback Venture, Nov 2016
- “*UW Bothell Magic Inspires Charter School Founder*” by Douglas Esser
 - University of Washington, Jan 2017
- Podcast: “*Helping Students Find Their Identity: How pilotED Tackles Trauma and Civics Education*” by Mary Jo Madda
 - EdSurge, Mar 2017
- Podcast: “*How To Motivate Anyone And Not Be Forgotten In Life*” by Tim Paul
 - Leadership Strike Group, Aug 2017

Awards, Recognitions, & Speeches

- 2017: 30 Under 30-Education, Jacob Allen & Marie Dandie
 - Forbes Magazine
- 2017: Keynote Speaker, Jacob Allen
 - The Bush Foundation
- 2017: Speaker, Marie Dandie
 - Ready to Run: Indianapolis
- 2016 & 2017: Panelist, Jacob Allen
 - NewSchools Summit
- 2017: Featured Speaker, Jacob Allen
 - ASU GSV Summit
- 2016: Scholarship Awards, Marie Dandie & Jacob Allen
 - Social Capital Markets (SOCAP)
- 2016: Panelist, Jacob Allen
 - iNACOL Conference
- 2015: Teach For America Social Innovation Award Finalists, Marie Dandie & Jacob Allen
 - Teach For America
- 2014: Community Advocate Award, Jacob Allen
 - National Association for the Advancement of Colored People (NAACP)

Organizational Structure

With a strong leadership team and clear lines of reporting in place, pilotED will run a school that will not only provide an academically excellent environment for students but will also establish an organizational culture that is sound and enriching for all staff members. Please find a narrative of pilotED’s organizational chart below (an additional chart with detailed reporting lines can be found in **Attachment 3.C.1**)

- Chief Executive Officer (*Jacob Allen*)
 - School Principal (*Marie Dandie*)
 - Director, Curriculum and Instruction & Director, School Culture

- School-Level Instructional Staff, Instructional Support Staff, and Cultural Staff
- Director, Business and Operations
 - Office and Human Resource Staff

Executive Board and Leadership Responsibilities

The Executive Board will continue to set compensation for, hire, support, and evaluate pilotED’s Chief Executive Officer while the Treasurer, Academic Excellence Committee, and CEO will evaluate and set compensation for the School Principal. Additionally, the Executive Board will delegate all day-to-day management decisions to the Chief Executive Officer, Jacob Allen. The CEO will report to the Board and will hire, support, and evaluate the School Principal and all school business and operations staff, while the School Principal will oversee the school’s leadership team members and the overall instructional program and instructional staff members. Both the CEO and School Principal will report back through written management reports, financial, operational and academic dashboards provided to the Board at quarterly Board meetings, publicly held in full accordance with open meeting standards.

Annual Evaluations

Chief Executive Officer—Executive Board

School Leader—Academic Excellence Committee of Executive Board in conjunction with CEO

Executive Board Composition and Experience

pilotED’s Executive Board members have a wide variety of professional skills and talents, a deep understanding of what it means to serve as a charter board member, and an overall diversity of professional experiences that qualifies them to serve on the governing board. This compilation of experience and diversity will ensure that pilotED Schools is run in a professional, academically and fiscally responsible manner, with short-term and long-term operational and financial viability. However, the Executive Board’s collective conviction about the power of education to change the lives of children and their collective belief in the power of a school is what will truly make pilotED a force for positive change in the Indianapolis Bethel Park neighborhood.

In addition to the deep professional experience possessed by the Executive Board, it is diverse and inclusive from the standpoints of race, gender, age, and socio-economic statuses. As is clear from the biographical descriptions of the Executive Board members attached, there are many specific ties to both the Indianapolis community and to the national education landscape.

Additional information regarding the Executive Board’s background, decision-making processes, and evaluation practices can be found in **Attachment 3.C.2**.

Name & Credentials	Expertise	Current/Intended Role
Jacob Allen Chief Executive Officer, pilotED Schools <i>B.A., The University of Washington</i> <i>Grad Cert, UCLA</i> <i>Exec Ed, Kellogg School of Management</i>	Strategic Planning Executive Governance Community Outreach Development & Fundraising Leadership Evaluation Instruction Social Justice Talent Recruitment	Chief Executive Officer Ex-Officio Board Member
Marie Dandie Founding Principal, pilotED Schools <i>B.A., Central Michigan University</i>	Curriculum Development Curriculum Assessment Educational Policy Instruction	Founding Principal Ex-Officio Board Member

<p><i>Exec Ed, Kellogg School of Management</i> <i>School Leadership Cert, Relay Graduate</i> <i>School of Education</i></p>	<p>Metric Measurement Community Organizing Social Justice</p>	
<p>Ashley M. Garry Counsel, Eli Lilly & Company</p> <p><i>B.A., The Citadel</i> <i>J.D. Cornell Law School</i></p>	<p>Corporate Law Public Policy Education Law Corporate Communication Leadership Development Advocacy</p>	<p>Executive Board Chair</p>
<p>David Spitz Senior Accountant, The Boeing Company</p> <p><i>B.S., The University of Wisconsin</i> <i>M.S. The University of Wisconsin</i></p>	<p>Corporate Finance Corporate Audit Strategic Planning Executive Governance Community Outreach Leadership Development</p>	<p>Executive Board Treasurer</p>
<p>Carolyn Welch Advisor, Midwest Center for the Gifted</p> <p><i>B.A., Binghamton University</i> <i>J.D., Georgetown University Law Center</i></p>	<p>School Governance Education Policy Law: Civil Rights and Corporate Financial Oversight Executive Governance Community Advocacy</p>	<p>Executive Board Secretary</p>
<p>Dr. Anita Thomas Dean, University of Indianapolis</p> <p><i>B.A, Northwestern University</i> <i>M.A., Loyola University- Chicago</i> <i>PhD., Loyola University- Chicago</i></p>	<p>Charter School Governance Higher Education Management Social Justice Educational Model Research Child Psychology Developmental Psychology</p>	<p>Executive Board Member</p>
<p>Arielle Rittvo Kinder Partner, NewSchools Venture Fund</p> <p><i>B.A, Columbia University- New York</i> <i>M.B.A., University of California- Berkeley</i></p> <p><i>(on-boarding/prospecting)</i></p>	<p>Charter School Governance School Business & Operations Facility Management Education Philanthropy School Start-Up Strategic Planning</p>	<p>Executive Board Member</p>
<p>City/Community Leader</p> <p><i>(on-boarding/prospecting)</i></p>		<p>Executive Board Member</p>

<p>Community Leader</p> <p><i>(on-boarding/prospecting)</i></p>		Executive Board Member

Executive Board Growth

The Executive Board has increased in size since 2013 will continue to grow and refine its strategy for selecting high-impact leaders for membership. Continued Board growth will include increasing the size of the Board in the upcoming months and years. pilotED believes that the Executive Board could be enhanced with the opportunistic addition of individuals with the following experience or background:

- Strong charter school governance track record,
- Marketing expertise,
- Facility or real estate expertise,
- Strong community ties and/or,
- Strong expertise regarding the educational model.

pilotED's goal would be to opportunistically add two additional board members in the next 12 months to the Executive Board bringing the total number of board members to seven. New members must add to the diversity of the current team from either a professional or demographic perspective, as it is a priority to avoid significant redundancy. pilotED is currently prospecting Arielle Rittvo Kinder, a Partner at NewSchools Venture Fund, and additionally seeking a Bethel Park community leader to fill a spot on the Board.

Executive Board Training, Membership, and Recruitment

pilotED Schools is continually utilizing Executive Board strategies and training materials from local, regional, and national charter schools and educational non-profits such as Teach For America, Charter Board Partners, KIPP, and NewSchools Venture Fund. Each year during the August board meeting, there is a board training session facilitated by Charter School Partners to review the duties and responsibilities of the members of the Executive Board and to ensure that the board is operating as efficiently and effectively as possible. Additionally, at the time of on-boarding any new members of the Executive Board, each new member receives a handbook containing, (1) Articles of Incorporation, (2) Bylaws, (3) Conflict of Interest Policy, (4) Ethics Policy, (5) List of Committees, and (6) a Primer regarding fiduciary responsibilities of an Executive Board member.

Although the Executive Board is generally consensus-oriented, pilotED believes that it is important to maintain an odd number of Executive Board members to avoid deadlock during strategic votes. pilotED will be cautious in its practice of adding more members, because while having more members of the Executive Board will increase the pool of experience, background, and ideas, having an oversized board can also create inefficiencies, including logistical challenges of setting mutually convenient board meeting times, extended decision-making time, and potential divergence on long-term growth and operational strategies. New Board members would be vetted through a process of community engagement and through a comparison of experiences and background with the current members of the Executive Board to ensure the value of the new additions. The policies for recruiting, adding, and vetting prospective members are outlined in the attached organizational bylaws.

To ensure that pilotED's Executive Board has ever-evolving ties within the school's community, board members will participate in various quarterly civic engagement opportunities. Since beginning community outreach efforts in the

Bethel Park community, pilotED has been able to develop relationships with Lawrence United Methodist Church, KinderCare, and other neighborhood institutions who also see community engagement as a priority, thus furthering pilotED's ability to provide opportunities to board members.

Executive Board Evaluation of Leadership

With school and organizational leadership playing an invaluable role in student outcomes, the Executive Board will hold important authority over determining the effectiveness of school and organizational leaders. pilotED Schools believes that exceptional school and organizational leaders exhibit high business acumen, uphold a positive and palpable culture for students and teachers, and ensure rigorous academics are at the forefront of the institution's vision. Due to these internal beliefs, pilotED's Executive Board is responsible for the following tasks:

- Holding conversations and making lasting decisions as transparently as possible,
- Recruiting, hiring, evaluating, and firing the organization's CEO and making strong recommendations to such CEO regarding the effectiveness of the school's principal,
- School and organizational leaders will be evaluated annually based on the following and any additional evaluation methods decided upon by the Executive Board during its annual August meeting:
 - Achievement of Academic Performance Goals (growth in student achievement; not raw score based student achievement),
 - Operational and Financial Performance (including adhering to budgets),
 - Organizational Discipline (including, maintaining the school culture, respect of teachers, staff and students, and a good working relationship with all stakeholders),
- In addition, any malfeasance or misconduct, as determined by the Executive Board, could also give rise to termination.

D. Community Partnerships

Community Partnerships and Conversations

The pilotED leadership team is continually seeking partnerships and support from community members, city-wide organizations, and national teams that believe in the mission and values of pilotED Schools. pilotED's outreach and engagement began in 2014 at the national level and in November 2016 within the Indianapolis region. Since then, the leadership team has held one-on-one meetings with local leaders and residents of Indianapolis to identify areas within the city that would best benefit from the pilotED curriculum and community model. It became clear that pilotED Schools would be prosperous and transformational within the Bethel Park community on the city's southeast side. The Partnerships table below details a short list of community and city partners that have either committed to serving alongside pilotED Schools in satellite bus pickup locations or intend to forge a partnership in the future with pilotED.

Name of Organization	Representative	Contact Information	Nature of Partnership	Letter of Support/ Partnership?
45 th St KinderCare	Patsy Fleming, Director	6901 E 45 th St Indianapolis	Highly interested in forming a lasting partnership as an enrollment pipeline. Additionally, she and her team are adamant about providing community introductions.	Yes
Lee & Low Books	Craig Low, President	95 Madison Ave, #1205 New York City	As the nation's premier provider of K-12 culturally relevant and identity-	Yes

			affirming literature, Lee & Low has agreed to provide us with classroom libraries and texts for our reading program.	
Master Barber	Rick Taylor, Barber	5310 E 38 th St Indianapolis	During our community outreach, we were happy to have met, sat, and listened to Rick's experience in the neighborhood as a resident and business owner.	Yes
Enroll Indy	Lauren Peterson, Community Partnerships	120 E Walnut St. Indianapolis	Lauren has been an integral part of our community work. Whether it is introducing us to stakeholders in Devington or briefing our leadership team on Indy-specific issues, her partnership has been invaluable.	Yes
Shining Star Childcare Ministry	Tamikea Burt Brewer, Director	5440 East 38 th Street, Indianapolis	Highly interested in forming a lasting partnership as an enrollment pipeline.	Yes
The Mind Trust	Kristin Hines, Senior Director, School Incubation	1630 N Meridian St Indianapolis	Providing start-up resources, coaching, and funding to ensure a strong school model is established in Indianapolis	Yes
Echoing Green	Cheryl Dorsey, President	462 7 th Avenue New York City	Echoing Green has provided pilotED with executive leadership training, funding, and a global network of other social impact leaders.	Yes
Be More	Anurag Gupta, CEO	New York City	Be More has committed to partner with pilotED during our annual summer professional development series, pilotCamp. The organization focuses on breaking racial and social bias and will provide such trainings to our school staff on an annual business.	Yes
Microsoft	Ayana Carter, Community Partnerships	8701 Keystone Crossing Indianapolis	From Microsoft Office trainings to resume-building workshops, Microsoft has committed to being a critical partner for our family and community member programming.	Yes
NewSchools Venture Fund	Arielle Rittvo Kinder, Partner	1616 Franklin Street Oakland	As a funder and critical partner, NSVF has provided executive leadership training, school start-up programming, and has deepened pilotED's funding relationships across the country.	Yes
Charter Board Partners	Debbie Lister, Partner	PO Box 73215 Washington DC	CBP has hosted intensive retreats and workshops for our founding board to ensure effective governance structures and systems are created and implemented. CBP will continue to host our annual board retreat.	Yes
Self	Sharon Arnold, Devington	Devington Neighborhood 317.710.7102	Integral partner with providing community introductions and	In-Progress

	Community Leader		providing historical context of the Devington community	
Lawrence United Methodist Church	Rev. Joe Johnson, Pastor	5200 N Shadeland Ave pastor.johnson2@hotmail.com	Has been instrumental in introducing us to his congregation and strongly supports a pilotED school in his church's neighborhood	Yes
Schmidt Associates	Anna Marie Burrell, Architect	415 Massachusetts Ave aburrell@schmidt-arch.com	Has assisted the pilotED team with an initial facility search, community introductions, facility design, and community asset mapping.	Yes
The Villages of Indiana	Devina Jani, Assistant Director of Programs	3833 North Meridian St djani.pcain@villages.org	Child advocacy focused organization; has committed to providing support with our holistic approach to education-- including best practices of overall child social welfare.	Yes
Global Prep Leadership Academy	Mariama Carson, Founder and Principal	2033 Sugar Grove Ave. mcarson@globalprepindy.org	Year-long mentor for Marie Dandie in the areas of principal leadership and instructional excellence.	Yes
Leadership for Educational Equity- Indianapolis	Alexis Thomas, Executive Director	1314 N Meridian St alexisthomas@educationalequity.org	Has continually briefed the pilotED leadership team about the educational and political landscape of Indianapolis to ensure that we are deeply invested in city-wide partnerships to make our school a success. Also seeking to partner for parent civic engagement opportunities.	In-Progress
Teach For America- Indianapolis	Amar Patel, Executive Director	1314 N Meridian St amar.patel@teachforamerica.org	Long-time supporter of pilotED both in Chicago and Indianapolis and has provided resources for pilotED's CEO in the areas of fund development, leadership, and overall strategy.	Yes

pilotED's leadership team has been adamant about putting "feet on the ground" in our intended neighborhood of Bethel Park. Rather than solely waiting for introductions, pilotED has insisted in engaging in thoughtful and genuine conversations in and around Bethel Park. Since mapping out the community, pilotED's leadership team has attended neighborhood events, door-knocked and surveyed families, reached out to ECE centers for enrollment partnerships, and interacted with many community members in order to improve our understanding, grow our network, and garner support amongst Bethel Park community members and families. The events and organizations listed in **Attachment 3.D.1.** were used as methods to learn more about the Bethel Park community through conversations held with residents, students, community groups, and community leaders. Additionally, ECE centers that have committed to engaging with pilotED as enrollment partners can be found in **Attachment 3.D.2.** National partners and the services they provide our organization can be found in **Attachment 3.D.3.** and letters of Support that have been received thus far, can be found in **Attachment 3.D.4.**

E. Financial Management

The school's finances will be managed by the Board Finance Committee, led by the Treasurer of the Board of Directors and consisting of members of the Finance Committee. Day-to-day financial operations, such as bookkeeping, accounts payable, purchasing, payroll preparation, and management of receipts will be the responsibility of the Director of Business & Operations at the school, with support provided from the Office Manager. We expect to conduct all financial management in-house until growth or level of sophistication demands an outside provider. On an on-going basis, the Treasurer will request and review financial information to be

presented monthly to the Board of Directors and external parties. The Board of Directors has the ultimate fiduciary duties of oversight and ownership of proper financial reporting.

Financial Controls

There will be a minimum of two different individuals involved in carrying out any major financial transaction in excess of \$5,000, which will provide for proper segregation of duties. pilotED uses Quickbooks accounting software to maintain the school's financial records. The Director of Business & Operations, Treasurer, and Chief Executive Officer have been granted access to ensure transparent tracking and overall management. The Director of Business & Operations uses Quickbooks to generate checks, monitor cash, create journal entries, manage payroll, reconcile bank statements, and generate financial reports. The Director of Business Operations is also responsible for generating regular monthly financial reports to provide to the Chief Executive Officer and Board Treasurer. After review, this report will be provided to the Finance Committee and then to the entire Board during their bi-monthly meetings. The Treasurer is responsible for implementing pilotED's approved financial policies and established compliance procedures that have been accepted by the Board of Directors. Exceptions, changes or amendments to these policies shall be conducted by the Finance Committee and approved by the Board of Directors as needed.

Annual Budget Preparation

The Director of Business & Operations, Treasurer, and Chief Executive Officer will prepare an annual operating budget of revenues and expenses, cash flow projections, and a capital budget. In preparation for the annual operating and capital budgets and cash flow projection, the Director of Business and Operation will prepare preliminary budgets and cash flow projections based on overall enrollment projections, individual class size projections, salary structures, facility costs, and long-term financial goals. The Director of Business & Operations will also prepare current year-to-date financial data with prior year budget-to-actual comparisons, as well as the basis for current year projections. Once prepared, the Chief Executive Officer and the Treasurer will review the budgets and projections submitted for completeness and reasonableness. The Finance Committee will make necessary changes prior to presenting them to the Board for final approval and adoption. The adopted budget totals will be entered in the general ledger by the Director of Business & Operations for the new fiscal year, in order to prepare subsequent budget-to-actual reports.

Fundraising Efforts

Led by the Chief Executive Officer, pilotED has been astute in its efforts to aggressively fundraise and garner support from across the nation to ensure a strong financial start to our first school in Indianapolis. While the following list of granted/committed and potential contributions is extensive, we confidentially anticipate additional grant revenue as we broaden and deepen our funder relationships. To see a list of granted and anticipated philanthropy, please see the **III.F. Budget** section of this application.

F. Budget

Our detailed budget with assumptions is included in the budget template submitted (**Attachment 3.F.1**). The overarching key revenue assumptions include:

- Estimated per-pupil Federal funding sources based on enrollment projections for six years from pilotED's pre-operational start-up phase through the fifth year of operation
- All granted, pledged, and contingent philanthropic funding, as listed below
- Indiana Charter School Program (CSP) funding

The overarching key expense assumptions include:

- Staffing, operations, professional services, supply, and travel costs from pilotED's pre-operational start-up phase through the fifth year of operation that are sustained by our conservative revenue numbers, but would increase as we seek and further clarify other revenue opportunities
- Benefits package offered to all staff members equivalent to 30% of base salaries
- Use of a low-cost facility

Philanthropic Funding

Guaranteed Funding

Letters of commitment from the following funders are attached for fundraising revenue

- NewSchools Venture Fund: \$150K (2016), \$150K (2017) (**Attachment 3.F.2.**)
- Echoing Green: \$80K (2016-2018) (**Attachment 3.F.3**)
- The Mind Trust: \$180K, \$100K (2017-2019) (**Attachment 3.F.4.**)
- Individual Donors: \$25K (2017)

Granted/Pledged Funding

Contingent on authorization & facility acquisition

- NewSchools Venture Fund: \$600K (2019-2021)
- Walton Family Foundation: \$325K (2018-2019)
- WK Kellogg Foundation: \$150K/year for 3 years for a total of \$450K (2017-2020)
- Indiana CSP Grant: \$900K (2018-2023)

Aggressively Pursuing or “Final Stage” Contributions

90%+ confidence level based on internal grant management system

- Leadership for Educational Equity Venture Fund: \$75K (2018)
- Charter School Growth Fund: \$150K (2018)

pilotED has set aside funds to pay for legal, wind down of operations and audit expenses that would be associated with a dissolution should it occur from the following budgets:

- Audit fees of \$15K/year
- Banking fees of \$2K/year
- Legal fees of \$6K/year
- Contingency funds of \$72K/year

Budget Scenarios

100% enrollment target reached

	Y0	Y1	Y2	Y3	Y4	Y5
Total Income	1,030,000.00	3,084,360.73	3,503,605.92	4,098,407.40	4,843,208.88	5,408,010.36
Total Expense	432,732.50	2,946,101.12	3,411,250.16	4,185,002.31	4,773,808.11	5,255,238.29
Net Income	597,267.50	138,259.61	92,355.76	(86,594.90)	69,400.77	152,772.07
Beginning Cash	--	597,267.50	735,527.11	827,882.87	741,287.97	810,688.73
Ending Cash	597,267.50	735,527.11	827,882.87	741,287.97	810,688.73	963,460.80

90% enrollment target reached

Adjustments made to accommodate the decrease in enrollment/funding: decreased # of busses, decreased # of TAs per grade level, and converted Art & Spanish teachers to part-time status

	Y0	Y1	Y2	Y3	Y4	Y5
Total Income	1,030,000.00	2,843,521.09	3,209,363.36	3,730,604.20	4,392,649.96	4,883,890.80
Total Expense	432,732.50	2,901,402.96	3,109,408.03	3,772,773.76	4,266,268.99	4,694,757.27
Net Income	597,267.50	(57,881.87)	99,955.33	(42,169.56)	126,380.97	189,133.53
Beginning Cash	--	597,267.50	539,385.63	639,340.96	597,171.40	723,552.37
Ending Cash	597,267.50	539,285.63	639,340.96	597,171.40	723,552.37	912,685.90

G. Facility

According to the Indiana Board of Education School Facilities Guidelines, "adequate classroom space" means an instructional area containing thirty (30) square feet of space per student to be accommodated. With 225 students in the first year, pilotED's campus is to be at minimum of 6,750 square feet (225 students x 30 sq. ft). Each classroom is to be at 750 square feet (25 students x 30 sq. ft.).

pilotED is currently working alongside lenders, design firms, and community partners to assess two community areas. While the former Carpe Diem facility at 4410 N Shadeland Ave., in the heart of the Bethel Park area, is our ideal location, we are regularly meeting with key stakeholders on the city's Eastside as a backup plan. Through extensive research from IFF, Savi, The Mind Trust, personal conversations, and Schmidt Associates, we intend to move forward with facility financing to purchase/lease and renovate as necessary for our school to open. For a detailed overview of both potential campuses please see **Attachment 3.G.1.**

First Choice

4410 N Shadeland Ave. (Carpe Diem)

- Size: 25,000 sq ft (current) and 50,000 sq ft (expanded)
- Purchase/lease price: \$3.8M (purchase) or \$12/sq ft (lease)
- Neighborhood: Devington
- IFF Gap Rank: highest need (based on lack of quality K-8 seats)
- Expansion needed at current site to accommodate full-enrollment? Yes

Second Choice

2710 Bethel Ave (Old IMSA South)

- Size: 45,000 sq ft (current)
- Purchase/lease price: \$2.5M (purchase) or \$270K/year (lease)
- Neighborhood: Barrington's Bethel Park
- IFF Gap Rank: highest need (based on lack of quality K-8 seats)
- Expansion needed at current site to accommodate full-enrollment? No



Facility Plans

2710 Bethel Ave, Indianapolis

Major Annual Facility Expense Assumptions

Loan/Lease Payment (5-Year Average)	\$241,971
Utilities (est)	\$75,000
Insurance (est)	\$35,000
Total	\$351,971
% of ADM Funding (Y1-Y5 average)	9.26%

Enrollment Projections

2018 (Y1)	2019 (Y2)	2020 (Y3)	2021 (Y4)	2022 (Y5)
243	324	405	486	567

Space Needs

Classrooms	2018 (Y1)	2019 (Y2)	2020 (Y3)	2021 (Y4)	2022 (Y5)
Grades Served	K-2	K-3	K-4	K-5	K-6
General Ed	9	12	15	18	21
Specialty	2	2	3	3	3

Restrooms	2018 (Y1)	2019 (Y2)	2020 (Y3)	2021 (Y4)	2022 (Y5)
Female (Toilets)	4T	5T	6T	7T	8T
Male (Toilets + Urinals)	2T + 2U	3T + 2U	4T + 2U	5T + 3U	5T + 3U
Current config. sufficient?	Yes	Yes	Yes	Yes	Yes
Additional units needed	No	No	No	No	No

Construction/Renovation Plan

Spring/Summer 2018 (Y1)	<ul style="list-style-type: none"> Relocation of student cafeteria from 2nd floor to 1st floor to increase capacity, accessibility, and access to the outdoors New vinyl flooring throughout all corridors, open spaces, and classrooms Updated LED lighting in all corridors, open spaces, and classrooms New HVAC system to replace current system New paint throughout all corridors, open systems, and classrooms Renovations of current staff lounge Patching to roof, where necessary External paint and sealant treatment to all outdoor brick surfaces New exterior lighting and signage
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H. Transportation

pilotED is committed to implementing a transportation plan that ensures accessibility of our campus to all students. Based on data from US Census, Savi, and our recruitment projections, we know that the majority of our students will reside within a three-mile radius of the school. We anticipate that a majority of our students will be able to walk or be driven to the school by a parent or guardian.

To provide adequate access to our families residing more than ½ mile from the school, we will establish satellite bus stop locations throughout the city and focused in underserved areas. We will evaluate the location for these stops based on high student enrollment areas, poor access to a high-quality school, and socioeconomic conditions of our families. We will contract with IPS or a private contractor to provide transportation to students in accordance with the set policies of our board. Once we reach full-capacity, we will provide middle school students (Grades 6, 7, and 8) free monthly IndyGo passes and discounted or free passes to their parents or guardians.

I. Risk Management

To ensure that we carry out the promise to the families of Indianapolis, pilotED puts safety first. pilotED has a robust system of policies that live in the pilotED Student Handbook as well as the pilotED Staff Handbook, of which we intend to follow with strict diligence. The pilotED Staff Handbook's guidelines thoroughly outline procedures that govern teachers, administrators, non-professional employees in the areas of suspension, dismissal, promotion, transfer, demotion, hiring, background checks, sexual harassment, and drug testing. Likewise, the pilotED Student Handbook's safety guidelines detail policies that govern all students in the areas of suspension, dismissal, promotion, transfer, corporal punishment, acceptance, sexual harassment, and drug testing.

Furthermore, both handbooks establish a school-wide safety plan that addresses procedures of the following: Severe Weather Drills, Fire Drills, Active Shooter, Lockdown, Evacuation, Alarm Systems, Hazardous Material Removal and Remediation (lead, asbestos, mold, etc.), Bus Accidents, Bomb Threat and Medical/Mental Health Emergency. This plan also identifies relocation sites in the event the school is deemed unsafe at any point in time and operating procedures for actions pertaining to public information and media response personnel. pilotED intends to faithfully adhere to the set policies and will hold all parties accountable in all circumstances.

Lastly, pilotED has appropriate coverage to safeguard the community from potential risks so that the focus remains on educating students and empowering families. We have partnered with Miller Insurance Group who has agreed to provide pilotED with coverage (See **Attachment 3.H.1**) upon individual triggers for the following types of insurance:

- Directors & Officers
- Workers Compensation
- General Liability
- Employment Practices Liability Insurance
- Hired/Non-Owned Auto
- Sexual Abuse and Misconduct Liability
- Employee Dishonesty Liability
- Educators Legal Liability
- Cyber Liability
- Building Liability
- Umbrella/Excess Liability above primary program (GL, Auto, Abuse, D&O, EPLI, ELL, EBL)

Timeline for insurance purchase:

Coverage	Trigger(s)
Directors & Officers (D&O) Workers Compensation Hired/Non-Owned Auto General Liability	- Charter Authorization
Employment Practices Liability Insurance (EPLI)	- When first employee is hired
Health Benefits (Health, Dental, Vision, Disability, Life, Wellness)	- Prior to hiring the first employee in Y0
Building, Sexual Abuse, Cyber	- Acquisition of hard assets valued over \$10,000 - When lease agreement is signed or property is purchased - Collection and Storage of Staff/Student Personal Identifiable Information - When employees begin to have access to physical money or school credit card
Umbrella Liability	- Put in place prior to start of first school year

J. Timeline

As soon as possible:

- Certificates of insurance purchased for facility
- Purchase or lease agreement

Date	Description
NOV 17	<p>Certificates of insurance purchased for current staff</p> <p>Background check authorization and results are on file for all leadership positions and board members</p> <p>Completed specific, detailed plan for preparing for/responding to emergencies that complies with applicable laws. Evacuation plan (as soon as building is acquired) includes procedures for students with exceptional needs that ensures safety and dignity</p> <p>Staff application and interview procedures created</p> <p>All positions posted and online application available on pilotED website</p> <p>Recruitment areas identified and transportation routes created for proposed school site.</p> <p>Establish partnerships with community centers, churches and ECE centers in proposed school site neighborhood.</p>
DEC 17	<p>Written description that procedures are in place for administering student medication (e.g. specific staff members identified and trained to administer medication)</p> <p>Copy of student handbook which includes suspension and expulsion policies, student graduation and promotion policies, and a school-wide culture/behavior plan completed</p> <p>Include enrollment to currently active website</p> <p>Copy of employee handbook completed</p>
JAN 18	<p>Outline completed for Y1 of PD session content, modules, and materials. Ensure IEP training in teacher induction training</p>

	<p>Scope and sequence for all core subjects (ELA, Math, Science, Social Studies) are completed for K-8</p> <p>Scope and sequence for Identity curriculum created for K-8; outline of culturally-relevant content inclusion in core subjects for K-2</p> <p>Finalize IPS Innovation Agreement (IT, breakfast/lunch, transportation, etc.)</p> <p>Hire TriNet as our outside vendor to process the payroll and all other back-office services</p> <p>Contract finalized w/school uniform vendor; written documentation to parents regarding uniform procurement process</p>
FEB 18	<p>All travel, facilitation, and planning completed for Summer 2018 pilotCamp</p> <p>Grade-level standards for Identity curriculum created for K-8</p> <p>Comprehensive plan outlining proposed dates for completion of renovation of facility</p> <p>All permits for renovations have been issued (if necessary)</p> <p>Contracts secured through PowerSchool to securely store student academic, attendance, and discipline records, including but not limited to special education files and data</p>
MAR 18	<p>Core subject unit plans and interim assessments created for K-2</p> <p>Identity curriculum unit plans created for K-2</p>
APR 18	<p>Complete merger of pilotED (IL) and pilotED Schools, Inc (IN) with IRS</p> <p>Comprehensive Special Education plan completed</p>
MAY 18	<p>Establish entering and exiting systems for students and determine which external doors will be open during the day</p> <p>Determine traffic pattern for dropping off and picking up students</p> <p>Contracts in place for health services for students</p> <p>Schedule and complete inspections with State Department of Health, Marion County Health Department, State Fire Marshall, Indianapolis Fire Department, and City Building Inspector (only if renovating an existing facility or the facility is a new construction)</p> <p>Provide copies of the final inspection reports from the following entities: (a) State Department of Health, (b) State Fire Marshall, (c) Indianapolis Fire Department, and (d) City Building Inspector (only for a new facility or construction)</p> <p>Materials and supplies are in order and will be delivered in time for school opening</p> <p>All renovations have been completed (if necessary)</p>
JUN 18	<p>Identity Route (IDR) assessment completed for K-8; Teacher-Student Rapport assessment finalized for primary students and teachers</p> <p>Identify and interview Culture Coach and Culture TAs to train and implement transition routines and other behaviors</p> <p>Receive letter of approval upon completion of Phase III (final phase) of the pre-opening process</p> <p>Finished employee spreadsheet including names, position title, license numbers (including SPED), and sign off on background checks. Monitor via pre-opening agenda to track progress towards 100% staffed.</p> <p>Signed contracts for Indiana licensed special education teachers, qualified paraprofessionals and contracted services for all enrolled students.</p> <p>Licensed to serve food from Marion County Health Department</p>

JUL 18	<p>Collect students' records from sending schools, including asking former school for any possible special education records for all enrolled students</p> <p>Marketing materials; sign-in from orientation session; yearly and weekly calendar and handbooks shared w/parents; confirm distribution of textbook assistance/medical and health forms</p> <p>IDOE Membership Estimate Count for New Schools</p> <p>Secured contracts with all software providers (Kickboard, instructional software)</p> <p>Background check authorization and results are on file for all school-based staff members</p> <p>Certificates of insurance purchased for all staff, all students, traveling property</p> <p>All staff member contracts are signed and/or written documentation of plan</p>
AUG 18	Hold second annual Charter Board Partners summit (board training)
Ongoing	<p>Full recruitment and outreach strategies have been implemented (Dec 2017, Jan 2018, Mar 2018, Apr 2018, ongoing Jun-Aug 2018)</p> <p>Continued mentorship and shadowing of industry-leaders in business/ops, development, culture, curriculum, and instructional leadership.</p>

IV. SUMMARY OF STRENGTHS

pilotED Schools is making deep social identity development the expectation for our students that have historically been on-track to contribute to the nation's souring statistics around youth living in urban areas. Most importantly, pilotED is providing the expectation and the self-sufficient tools necessary for students to become agents of personal change and growth for the remainder of their lives; providing such a foundation during the elementary years and not waiting to high school when many students have already formed habits that could tear them from their potential. As a reflective organization that desires to better its impact and better its partnerships, pilotED will continue to develop its approaches throughout all facets of the growing organization.

Parents, families, and community members have historically been brought into the educational experience of the program to ensure that success is bred in all parts of a student's life. Parents regularly attended and will continue to attend discussion-based education sessions about issues that are most pressing in their homes and communities. The organization's "village" mentality has taken its after-school program cohorts to the top of their schooling and the same is expect for the school's future students. Whether it is successfully raising over \$1M in private philanthropy, having a strong national pool of educator applicants due to vast national media coverage, developing a team of passionate and like-minded individuals to found the first school, or being relentless in the pursuit to develop an nationally-recognized and academically rigorous culturally relevant curriculum, pilotED seeks to create a force for good within the city of Indianapolis that will further the lives of its students, its families, and the communities pilotED serves.

We are adamant about one thing: dramatically empowering the way our students see themselves and the world around them.

V. ATTACHMENTS

Attachment 1.C.1

Academic and Non-Academic School Specific Goals

Mission: The mission of pilotED Schools is to empower K-8 students in the ways in which they see themselves and the world around them through the use of a school model that embodies social-emotional identity development, a robust civic engagement system, and a rigorous culturally relevant academic curriculum. Through this model, pilotED strives to interrupt generational cycles of poverty.

Academic Goal 1: 85% of our scholars will demonstrate proficiency on end-of-year Identity Route (IDR) assessments.

Annual Targets

Goal: 85% of our scholars will demonstrate proficiency on end-of-year Identity Route (IDR) assessments.					
Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2018-19	Greater than 75% of students will meet or exceed EOY IDR proficiency	65-75% of students will meet or exceed EOY IDR proficiency	55-65% of students will meet or exceed EOY IDR proficiency	Fewer than 55% of students will meet or exceed EOY IDR proficiency
2	2019-20	Greater than 75% of students will meet or exceed EOY IDR proficiency	65-75% of students will meet or exceed EOY IDR proficiency	55-65% of students will meet or exceed EOY IDR proficiency	Fewer than 55% of students will meet or exceed EOY IDR proficiency
3	2020-21	Greater than 80% of students will meet or exceed EOY IDR proficiency	70-80% of students will meet or exceed EOY IDR proficiency	60-70% of students will meet or exceed EOY IDR proficiency	Fewer than 60% of students will meet or exceed EOY IDR proficiency
4	2021-22	Greater than 80% of students will meet or exceed EOY IDR proficiency	70-80% of students will meet or exceed EOY IDR proficiency	60-70% of students will meet or exceed EOY IDR proficiency	Fewer than 60% of students will meet or exceed EOY IDR proficiency
5	2022-23	Greater than 85% of students will meet or exceed EOY IDR proficiency	75-85% of students will meet or exceed EOY IDR proficiency	65-75% of students will meet or exceed EOY IDR proficiency	Fewer than 65% of students will meet or exceed EOY IDR proficiency
6	2023-24	Greater than 90% of students will meet or exceed EOY IDR proficiency	80-85% of students will meet or exceed EOY IDR proficiency	70-80% of students will meet or exceed EOY IDR proficiency	Fewer than 70% of students will meet or exceed EOY IDR proficiency
7	2024-25	Greater than 90% of students will meet or exceed EOY IDR proficiency	85-90% of students will meet or exceed EOY IDR proficiency	70-85% of students will meet or exceed EOY IDR proficiency	Fewer than 70% of students will meet or exceed EOY IDR proficiency

Assessment Tools: At the end of each school year, pilotED students will take an end-of-year summative assessment of content learned surrounding social identity. This Identity Route (IDR) assessment is not limited to information taught during the Identity class, but also any culturally relevant content learned throughout the year in the core subjects. This assessment will also evaluate student's proficiency in age-appropriate social-emotional skills related to our curriculum, such as (but not limited to) goal-setting, violence prevention, public speaking, and self-advocacy.

Attachments: This assessment is currently being developed in conjunction with the K-2 Identity curriculum and will be completed in full no later than May 2018. An outline of age-appropriate content and skills to be assessed at the

end of each academic year from Teaching Tolerance is attached (2.C.7). pilotED will use these standards as a guide in developing our own comprehensive K-8 standards no later than January 2018. A full description of Identity curriculum development can be found in Section II.C.

Rationale for Goal and Measure: It is the mission of pilotED Schools to “empower K-8 students in the way they see themselves and the world around them.” Holding ourselves accountable to this statement is of the highest priority and failing to meet our targets will require thorough self-reflection and analysis of our methods. Just as we assess students’ proficiency in Math and Reading each year, the degree to which we are enabling to students to access and understand their unique social identities must be monitored and evaluated.

Assessment Reliability and Scoring Consistency: Collaboration will occur between the Director of School Culture, Director of Curriculum & Instruction, School Social Worker, Culture Coach and Identity teacher(s) at the end of each school year to analyze results of the assessment and make any appropriate changes to the assessment itself, or the Identity curriculum. Professional development and coaching throughout the year to address the specific content to be taught in the Identity class and core subjects. The Identity teacher(s) will administer all of the skill assessments to ensure consistency.

Baseline Data: In conjunction with the end-of-year assessment, students will also take a pre-test at the beginning of each school year. After Year 1, the previous year’s EOY data can also be used.

Academic Goal 2: 75% of our scholars will achieve or exceed growth during the Spring in Reading and Mathematics on the Northwest Evaluation Assessments as indicated in the Achievement Status and Growth Projection.

Annual Targets:

Goal: 75% of our scholars will achieve or exceed growth during the Spring in Reading and Mathematics on the Northwest Evaluation of Assessments as indicated in the Achievement Status and Growth Projection.					
Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2018-19	Greater than 65% of students will achieve or exceed NWEA growth goal	55-65% of students will achieve or exceed their NWEA growth goal	45-55% of students will achieve or exceed their NWEA growth goal	Fewer than 45% of students will achieve or exceed NWEA growth goal
2	2019-20	Greater than 65% of students will achieve or exceed NWEA growth goal	55-65% of students will achieve or exceed their NWEA growth goal	45-55% of students will achieve or exceed their NWEA growth goal	Fewer than 45% of students will achieve or exceed NWEA growth goal
3	2020-21	Greater than 70% of students will achieve or exceed NWEA growth goal	60-70% of students will achieve or exceed NWEA growth goal	50-60% of students will achieve or exceed NWEA growth goal	Fewer than 50% of students will achieve or exceed NWEA growth goal
4	2021-22	Greater than 70% of students will achieve or exceed NWEA growth goal	60-70% of students will achieve or exceed NWEA growth goal	50-60% of students will achieve or exceed NWEA growth goal	Fewer than 50% of students will achieve or exceed NWEA growth goal
5	2022-23	Greater than 75% of students will achieve or exceed NWEA growth goal	70-75% of students will achieve or exceed NWEA growth goal	60-70% of students will achieve or exceed NWEA growth goal	Fewer than 60% of students will achieve or exceed NWEA growth goal
6	2023-24	Greater than 75% of students will achieve or exceed NWEA growth goal	70-75% of students will achieve or exceed NWEA growth goal	60-70% of students will achieve or exceed NWEA growth goal	Fewer than 60% of students will achieve or exceed NWEA growth goal

7	2024-25	Greater than 75% of students will achieve or exceed NWEA growth goal	70-75% of students will achieve or exceed NWEA growth goal	60-70% of students will achieve or exceed NWEA growth goal	Fewer than 60% of students will achieve or exceed NWEA growth goal
---	---------	--	--	--	--

*The percentages used in the table above reflect cumulative Reading and Mathematics scores. A student does not need to achieve or exceed both of their individual goals to be consider toward the 75% goal. As a school, we will aim to achieve or exceed 75% of all Reading goals and 75% of all Math goals.

Assessment Tools: The Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) will be used to determine incoming student levels in Reading and Mathematics. This data will be used to create growth goals for each student, to be reevaluated in the Spring. The previous year's Spring scores will be used to create yearly (Spring to Spring) goals for students that have been at the school for at least one year; Fall to Spring goals will be created for Kindergarten and new students.

Attachments: A sample of a Spring-to-Spring Growth Summary chart from NWEA is attached (**Attachment 1.C.2**). pilotED administrators and teachers will use this report to assess the number of students who meet or exceeded their Spring goal established by NWEA (highlighted in attachment).

Rationale for Goal and Measure: Academic Excellence is one of the core values of pilotED's educational philosophy. As such, we hold ourselves accountable to producing results that demonstrate our students' achievements in academics. A measurement of growth over proficiency was selected as we acknowledge that students can come into our school at a variety of levels. It is our goal that rather than setting an arbitrary score that students should reach at the end of each grade level, that instead we ensure that they are progressing and reaching their individual goals each year that they are a student in our school.

Assessment Reliability and Scoring Consistency: n/a

Baseline Data: Fall NWEA-MAP assessment results for all students K-2 during our first year; assessment results from previous schools if possible.

Non-Academic Goal 1: 85% satisfaction rate from our quarterly Teacher-Student Rapport (TSR) climate survey of teachers and students

Annual Targets:

Goal: 80% satisfaction rate from our quarterly Teacher-Student Rapport (TSR) climate survey of teachers and students					
Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2018-19	Greater than 75% satisfaction rate on TSR climate survey	60-75% satisfaction rate on TSR climate survey	50-60% satisfaction rate on TSR climate survey	Less than 50% satisfaction rate on TSR climate survey
2	2019-20	Greater than 80% satisfaction rate on TSR climate survey	70-80% satisfaction rate on TSR climate survey	60-70% satisfaction rate on TSR climate survey	Less than 60% satisfaction rate on TSR climate survey
3	2020-21	Greater than 80% satisfaction rate on TSR climate survey	70-80% satisfaction rate on TSR climate survey	60-70% satisfaction rate on TSR climate survey	Less than 60% satisfaction rate on TSR climate survey
4	2021-22	Greater than 85% satisfaction rate on TSR climate survey	75-85% satisfaction rate on TSR climate survey	65-75% satisfaction rate on TSR climate survey	Less than 65% satisfaction rate on TSR climate survey

5	2022-23	Greater than 90% satisfaction rate on TSR climate survey	80-90% satisfaction rate on TSR climate survey	70-80% satisfaction rate on TSR climate survey	Less than 70% satisfaction rate on TSR climate survey
6	2023-24	Greater than 90% satisfaction rate on TSR climate survey	80-90% satisfaction rate on TSR climate survey	70-80% satisfaction rate on TSR climate survey	Less than 70% satisfaction rate on TSR climate survey
7	2024-25	Greater than 90% satisfaction rate on TSR climate survey	80-90% satisfaction rate on TSR climate survey	70-80% satisfaction rate on TSR climate survey	Less than 70% satisfaction rate on TSR climate survey

Assessment Tools and Measures: At the end of each quarter students and teachers will take pilotED's Teacher-Student Rapport survey. This survey will assess students' and teachers' satisfaction with each other as well as their perceptions of the success of pilotED's Identity and Social-Emotional curriculum. For primary grades (K-1), this survey will be given orally, for all other grades it will be written.

Attachments: While the Teacher-Student Rapport (TSR) is still being refined, a sample teacher and student assessment is attached (**Attachment 1.C.3**)

Rationale for Goal and Measures: Identity development is one of the core values of pilotED Schools and the degree to which we are enabling students to access and understand their unique social identities must be monitored and evaluated. Central to the success of an identity-based curriculum is the ability of our instructors to connect and engage with their students in meaningful ways. The TSR survey will allow pilotED schools to determine the effectiveness of both our teachers and social-emotional curriculum.

Assessment Reliability and Scoring Consistency: Teachers and teacher aides will be trained to deliver the oral survey for primary students and all staff will analyze the results from these surveys during quarterly intersessions. Results from these surveys will also be cross-referenced with qualitative observations from throughout the quarter completed by the Principal, Director of School Culture, Identity teachers and Lead teachers. Outlying students and teacher data will be investigated by the Director of School Culture to address and understand discrepancies.

Baseline Data: Students and teachers will take a similar TSR survey at the beginning of our first school year, however this assessment will be aimed at their experiences at previous schools. Incoming Kindergarten and new students will take the same assessment each Fall.

Non-Academic Goal 2: 85% of students will participate in a civic engagement opportunity as outlined by their grade-specific tiers.

Annual Targets:

Goal: 85% of students will participate in a civic engagement opportunity as outlined by their grade-specific tiers					
Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2018-19	Greater than 75% of students completed annual civil engagement criteria	65-75% of students completed annual civil engagement criteria	50-65% of students completed annual civil engagement criteria	Less than 50% of students completed annual civil engagement criteria
2	2019-20	Greater than 75% of students completed annual civil engagement criteria	65-75% of students completed annual civil engagement criteria	50-65% of students completed annual civil engagement criteria	Less than 50% of students completed annual civil engagement criteria

3	2020-21	Greater than 80% of students completed annual civil engagement criteria	70-80% of students completed annual civil engagement criteria	60-70% of students completed annual civil engagement criteria	Less than 60% of students completed annual civil engagement criteria
4	2021-22	Greater than 80% of students completed annual civil engagement criteria	70-80% of students completed annual civil engagement criteria	60-70% of students completed annual civil engagement criteria	Less than 60% of students completed annual civil engagement criteria
5	2022-23	Greater than 85% of students completed annual civil engagement criteria	80-85% of students completed annual civil engagement criteria	70-80% of students completed annual civil engagement criteria	Less than 70% of students completed annual civil engagement criteria
6	2023-24	Greater than 85% of students completed annual civil engagement criteria	80-85% of students completed annual civil engagement criteria	70-80% of students completed annual civil engagement criteria	Less than 70% of students completed annual civil engagement criteria
7	2024-25	Greater than 85% of students completed annual civil engagement criteria	80-85% of students completed annual civil engagement criteria	70-80% of students completed annual civil engagement criteria	Less than 70% of students completed annual civil engagement criteria

Assessment Tools and Measures: The criteria for full of civic engagement activities are outlined in pilotED Schools' Tier Civic Engagement System (attached). In this system, students are responsible for completing a minimum requirement of activities based on their grade-level. Similarly, this system will be extended to parents, with a separate annual minimum requirement for participation in school activities.

Attachments: The Tiered Civic Engagement System which outlines the requirements for students at each grade level is attached. (**Attachment 1.C.4**)

Rationale for Goals and Measures: As one of our three core values, civic engagement must be a formative component of our students' and parents' time at our school. Fundamental to the success of pilotED's model is the ability of our students to take what they learn within the school to shape the world around them. The Tiered Civic Engagement System will allow our teachers and administration to monitor the progress of our students through this core value with fidelity.

Assessment Reliability and Scoring Consistency: Teachers will receive training on the Tiered Civic Engagement System and best practices in communicating these objectives to both students and parents during pilotCamp and throughout the year during professional development days. When a student completes a civic engagement activity, they will complete a short form and their participation will be logged by the Director of School Culture or the Culture Coach.

Baseline Data: Teachers and administrators will review progress towards the completion of civic engagement opportunities during our first intersession break (end of Quarter 1). The percentages of students on track to reach their civic engagement responsibility by this point will be used as baseline data for pilotED's first year of enrollment.

Attachment 1.C.2

NWEA Spring to Spring Growth Sample Data (Academic Goal 2)



Achievement Status and Growth Summary Report

Term Tested:

Term Rostered:

District:

School:

2015
 Growth Comparison Period: Spring 2016 - Spring 2017
 Weeks of Instruction: Start - 32 (Spring 2016)
 Norms Reference Data: End - 32 (Spring 2017)
 Optional Grouping: None
 Small Group Display: No

Reading

					Achievement Status		Growth									
					Spring 2016		Spring 2017		Student						Comparative	
ID	Name	SP17 Grade	SP17 Date		RIT Range (\pm SE)	Percentile Range (\pm SE)	RIT Range (\pm SE)	Percentile Range (\pm SE)	Projected RIT	Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth	Conditional Growth Index	Conditional Growth Percentile
			5/16/17		204-207-210	29-37-46	221-224-227	63-71-79	212	5	17	4.8	12	Yes	1.7	96
			5/16/17		207-210-214	36-45-55	221-224-227	63-71-79	214	4	14	4.9	10	Yes	1.4	91
			***		191-194-197	15-21-28	***	***	202	8						
			5/16/17		196-199-203	13-19-26	193-196-199	8-9-13	206	7	-3	4.8	-10	No	-1.4	8
			5/16/17		216-219-222	60-69-76	221-224-227	63-71-79	222	3	5	4.7	2	Yes ⁺	0.3	63
			5/16/17		207-210-214	36-45-55	221-224-228	63-71-79	214	4	14	4.9	10	Yes	1.4	91
			5/16/17		206-209-212	34-42-51	195-198-201	7-11-16	214	5	-11	4.7	-16	No	-2.3	1
			5/16/17		191-194-197	8-11-16	207-210-214	26-35-44	201	7	16	4.8	9	Yes	1.2	89
			5/16/17		***	***	208-211-214	29-37-46								
			5/16/17		***	***	217-220-223	53-61-70								
			5/16/17		***	***	180-183-187	1-1-2								
			5/16/17		220-223-226	70-78-84	218-221-224	55-64-72	225	2	-2	4.7	-4	No ⁺	-0.6	28
			5/16/17		***	***	207-210-213	27-35-43								
			5/16/17		216-219-222	60-69-76	225-228-231	73-80-88	222	3	9	4.8	6	Yes	0.9	81
			5/16/17		205-208-211	31-40-49	209-212-215	31-40-49	213	5	4	4.8	-1	No ⁺	-0.1	45
			5/16/17		207-210-214	36-45-55	211-214-217	36-45-54	214	4	4	4.9	0	Yes ⁺	-0.1	47
			5/16/17		212-215-218	49-59-67	201-204-207	15-21-28	219	4	-11	4.8	-15	No	-2.1	2
			5/16/17		216-219-222	60-69-76	223-226-229	68-76-82	222	3	7	4.7	4	Yes ⁺	0.6	73
			5/16/17		206-209-213	34-43-52	212-215-219	39-48-57	214	5	6	4.9	1	Yes ⁺	0.2	57
			5/16/17		209-212-215	42-51-59	215-218-221	47-56-65	216	4	6	4.7	2	Yes ⁺	0.3	61
			5/16/17		***	***	209-212-215	31-40-49								
			5/16/17		213-216-220	52-61-70	214-217-220	44-53-62	219	3	1	4.8	-2	No ⁺	-0.3	37
			5/16/17		***	***	222-225-228	65-74-81								
			5/16/17		227-230-233	84-89-93	230-233-236	83-88-92	232	2	3	4.7	1	Yes ⁺	0.3	63
			5/16/17		218-221-224	66-73-80	227-230-233	77-83-89	223	2	9	4.7	7	Yes	0.9	83
			5/16/17		214-217-220	55-64-72	214-217-220	44-53-62	220	3	0	4.8	-3	No ⁺	-0.5	32

Summary for: Reading

Percentage of Students who Met or Exceeded their Projected RIT 65.0%

Percent of Projected Growth Met 156.1%

Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores 20

Count of Students who Met or Exceeded their Projected RIT 13

Median Conditional Growth Percentile 62

Attachment 1.C.3*Student and Teacher TSR Assessments*

pilotED Teacher-Student Rapport Survey (Student)

Directions: Answer each question about your teacher. Please answer each question honestly, responses will be kept anonymous (DO NOT put your name on your survey)

Question	1 Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Agree
1. I am excited to go to this class each day.	1	2	3	4	5
2. The information we learn in this class is interesting.	1	2	3	4	5
3. I feel comfortable asking my teacher for help if I do not understand something in this class.	1	2	3	4	5
4. I am excited and feel comfortable participating in this class.	1	2	3	4	5
5. My teacher has good control of the class.	1	2	3	4	5
6. My teacher makes sure that topics in this class can often relate back to students' unique identity and culture.	1	2	3	4	5
7. My teacher seems excited to be teaching our class each day.	1	2	3	4	5
8. My teacher does not have favorite students in our class.	1	2	3	4	5
9. All students are treated fairly in our classroom.	1	2	3	4	5
10. My teacher expects everyone to do their best every day.	1	2	3	4	5
11. My teacher is respectful towards me and my classmates.	1	2	3	4	5
12. I trust my teacher enough to share my personal story.	1	2	3	4	5
13. My teacher is actually concerned with how I am doing each day.	1	2	3	4	5
14. I feel like my teacher understands me and my background.	1	2	3	4	5
15. My teacher has made an effort to get to know me individually.	1	2	3	4	5

pilotED Teacher-Student Rapport Survey (Teacher)

Directions: Answer each question below about the students' in your classes and at the school in general.

Question	1 Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Agree
1. I am excited to teach my class each day.	1	2	3	4	5
2. My students are excited to come to my class each day.	1	2	3	4	5
3. Most students get along when they are in my classroom.	1	2	3	4	5
4. I understand at least some part of my students' unique identities.	1	2	3	4	5
5. At least once a day, my class discusses student identity or culture.	1	2	3	4	5
6. I have contacted every student's family for some reason other than discipline.	1	2	3	4	5
7. I can trust my students to do the right thing even if I am not there.	1	2	3	4	5
8. My students trust me enough to share their personal stories and feelings.	1	2	3	4	5
9. My students are respectful towards me.	1	2	3	4	5
10. Students feel that they are being treated fairly in my class.	1	2	3	4	5
11. I spend a lot of time each day dealing with behavior disruptions.	1	2	3	4	5
12. When I see a student in a bad mood, I always try to find out what is going on.	1	2	3	4	5
13. When students misbehave I do not take it personally.	1	2	3	4	5
14. I believe that all of my students have the ability to be successful.	1	2	3	4	5
15. I love my students.	1	2	3	4	5

Attachment 1.C.4*Tiered Civic Engagement System Requirements***Tiered Civic Engagement System**

At pilotED Schools we expect 100% of our students to be civically engaged through in-school opportunities and partnerships within their communities. We track civic engagement levels using a three-tiered service learning system. These opportunities are paired with in-class learning objectives during our students' daily identity blocks.

Tier Levels	Examples of Engagement Opportunities
Tier One: 1T1 point <i>School Engagement</i>	School Tour Guide Teacher's Aide Principal Assistant Peer Mentorship Office Assistant School and Grounds Clean-Up
All grade levels <i>3T1 points required per year</i>	
Tier Two: 1T2 point <i>Community Engagement</i>	Community Volunteerism Community Rejuvenation Faith-based Opportunities Annual Farmer's Market
2-8 th Grades <i>2T2 points required per year</i>	
Tier Three: 1T3 point <i>Policy & Advocacy Engagement</i>	Elected Leadership Engagement Policy Input National/Local Social Movement Engagement Local Town Hall Engagement
5-8 th Grades <i>1T3 point required per year</i>	

Grade Level	Annual Required Points
Kindergarten	3T1 points
1 st Grade	3T1 points
2 nd Grade	3T1, 2T2 points
3 rd Grade	3T1, 2T2 points
4 th Grade	3T1, 2T2 points
5 th Grade	3T1, 2T2, 1T3 points
6 th Grade	3T1, 2T2, 1T3 points
7 th Grade	3T1, 2T2, 1T3 points
8 th Grade	3T1, 2T2, 1T3 points

Parents are required to complete 1 T1 engagement per child and 1 total T2 engagement each year.

Attachment 2.A.1*Instructional Pedagogy Resources*

Resource	Instructional Method	Description
Teach Like a Champion	Check for Understanding	Moments planned DURING lessons for teachers to quickly assess whole class mastery of content. Can be accomplished through targeted questioning, cold-calling, hand signals, slates and affirmative checking.
	Culture of Error	Teachers create an environment within their classroom where students feel safe and comfortable making mistakes.
	No Opt Out	Students are expected to attempt and produce a correct answer through careful prompting by the teacher and other students. .
	Stretch It	When students provide correct answers, teachers press with harder questions.
	Do Now	Short warm-up activities that students use to begin every lesson, which they can begin without instruction or direction.
	Circulate	Teachers move strategically around the room throughout lesson.
	Exit Tickets	Each lesson ends with a short (1-2 question) assessment that provides teacher information on class mastery.
	Pepper	Teachers engage students and review information quickly through fast-paced oral questioning.
	Clock/Timers	Teachers measure and keep track of time strategically to protect instructional minutes throughout the day.
	Least Invasive Interaction	Students are redirected through the subtlest means possible in order to minimize disruption.
	Precise Praise	Teachers use positive reinforcement strategically and differentiated it from acknowledgement.
Kagan Strategies	Rally/Round Robin	In pairs (Rally) or groups (Round), students alternate generating responses to a multi-answer question.
	Timed Pair Share	One student shares with a partner for a set period of time, while the other listens. After, the roles reverse.
	Rally Coach	In pairs, one student completes a problem while the other coaches them through it. Roles alternate each problem. Teachers can differentiate through different question sets for each partner
	Quiz-Quiz-Trade	Students move around the classroom with index cards featuring review questions. They match up with a partner, each asks their question and the other student answers.
	Jigsaw	Students are broken into expert groups, which then break down into groups with one expert from each group. Each student is responsible for the information covered in their expert group.
Responsive Classroom	Morning Meeting	Whole class meeting at the start of the day in which students greet each other, share, play a game and receive the morning message from the teacher.
	Brain Breaks	Short breaks and classroom activities designed to break up lessons, re-energize students and increase focus.
	Establishing Rules	Teachers and students work together at the beginning of the school year to discuss and establish rules that both agree to.
	Interactive Modeling	Procedures and routines are taught through explicit practice and modeling. Can also apply to academic and social skills.
	Logical Consequences	Non-punitive response to misbehaviors in the classroom that allow students to fix and learn from their mistakes.

Attachment 2.A.2
2018-19 Academic Calendar

pilotED Academic Calendar – 2018-19

July						
S	M	T	W	R	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August						
S	M	T	W	R	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September						
S	M	T	W	R	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October						
S	M	T	W	R	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November						
S	M	T	W	R	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December						
S	M	T	W	R	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January						
S	M	T	W	R	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February						
S	M	T	W	R	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March						
S	M	T	W	R	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April						
S	M	T	W	R	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May						
S	M	T	W	R	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June						
S	M	T	W	R	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

No School
Intercession (8:00AM-12:30PM)
Early Release Day (12:30PM)
Parent-Teacher-Student Conferences
pilotCamp/Professional Development
Community Engagement Events

2018-19 Calendar – Dates, Holidays and Events

Summer 2018

- 07/16-08/02: pilotCamp – teacher training and Professional Development (no students)
- 08/03: Open House (3-6PM)

Quarter 1 (August 6th – October 5th) – 9 Weeks (44 instructional days)

- 08/06: First Day of School
- 08/28: Parent-Teacher-Student Conferences/Q1 Progress Report Pick-up
- 09/03: Labor Day (no School)
- 10/05: Fall Community Cook-out
- 10/05: Q1 Report Cards sent home

Fall Break (October 8th – October 19th) – 2 Weeks (5 instructional days)

- 10/08-10/12: Intersession 1 (8:30AM – 12:30PM daily for applicable students)
- 10/15-10/19: No School (all students)

Quarter 2 (October 22nd – December 21st) – 9 Weeks (42 instructional days)

- 11/12: Veteran's Day (No School)
- 11/21: Early Release Day – 12:30PM (Students and Teachers)
- 11/22-11/23: Thanksgiving Break (No School)
- 11/28: Parent-Teacher-Student Conferences/Q2 Progress Report Pick-up
- 12/20: International Community Fair
- 12/21: Early Release Day – 12:30PM (Students and Teachers)
- 12/21: Q2 Report Cards sent home

Winter Break (December 24th – January 4th) – 2 Weeks

- There will be no winter intersession

Quarter 3 (January 7th to March 22nd) – 11 Weeks (52 instructional days)

- 01/21: Martin Luther King Jr. Day (No School)
- 02/08: Winter Data-Day (All Day Staff Professional Development, no students)
- 02/13: Parent-Teacher-Student Conferences/Q3 Progress Report Pick-up
- 02/18: President's Day (No School)
- 02/28: Black History Month Community Night
- 03/22: Parent-Teacher-Student Conferences/Q3 Report Card Pick-up

Spring Break (March 25th – April 5th) – 2 Weeks (5 instructional days)

- 03/25-03/29: Intersession 2 (8:30AM-12:30PM daily for applicable students)
- 04/01-04/05: No School (all students)

Quarter 4 (April 1st to June 14th) – 10 Weeks (48 instructional days)

- 04/12: Student Community Engagement Day – Bethel Park Beautification
- 05/15: Parent-Teacher-Student Conferences/Q1 Progress Report Pick-up
- 05/27: Memorial Day (No School)
- 06/07: Spring Data-Day/Next School Year Planning (no students)
- 06/14: Last Day of School – Early Release Day 12:30PM (Students and Teachers)

Attachment 2.A.3

Student Schedules

Kindergarten

Time	M/W	T/R	F
7:30	Breakfast		
8:00	Morning Meeting		
8:15	Reading	Reading	pilotPods – Reading
8:30			
9:00			
9:30			
10:00	Recess		
10:30	Lunch		
11:00	Calm Classroom		
11:15	Math	Writing	pilotPods – Math
11:30			
12:00		Math	
12:30			Dismissal
1:00	Specials	Specials	
1:30			
1:45	Social Studies + Identity*	Math	
2:15		Science	
3:00			
3:45	End of Day Meeting/Pack-up		
4:00	Dismissal		

*The Identity class will occur in a 30-minute block during the class indicated; because there will only be one Identity teacher at the school this time will differ for each class

1st Grade

Time	M/W	T/R	F
7:30	Breakfast		
8:00	Morning Meeting		
8:15	Reading	Reading	pilotPods – Reading
9:00			
9:30			
10:00	Writing	Writing	Writing
10:30	Recess		
11:00	Lunch		
11:30	Calm Classroom		pilotPods – Math
11:45	Math + Identity*	Math	
12:00			
12:30			Dismissal
1:00	Specials	Specials	
1:45			
2:00			
2:30	Social Studies	Science	
3:00			
3:30			
3:45	Afternoon Meeting/Pack-up		

4:00	Dismissal	
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*The Identity class will occur in a 30-minute block during the class indicated; because there will only be one Identity teacher at the school this time will differ for each class

2nd Grade

Time	M/W	T/R	F
7:30	Breakfast		
8:00	Morning Meeting		
8:15	Reading	Reading	pilotPods – Reading
9:00			
9:30			
10:00	Writing	Writing	Writing
10:30	Recess		
11:00	Lunch		
11:30	Calm Classroom		pilotPods – Math
11:45	Math	Math + Identity*	
12:00			
12:30			
1:00			Dismissal
1:45	Science	Social Studies	
2:00			
2:30			
2:30	Specials	Specials	
3:00			
3:15			
3:15	Science	Social Studies	
3:45	Afternoon Meeting/Pack-up		
4:00	Dismissal		

*The Identity class will occur in a 30-minute block during the class indicated; because there will only be one Identity teacher at the school this time will differ for each class

3rd Grade

Time	M/W	T/R	F
7:30	Breakfast		
8:00	Morning Meeting		
8:15	Reading	Reading	pilotPods – Reading
9:00			
9:30			
9:45	Science	Writing	Writing
10:15			pilotPods – Math
10:30			
11:00	Recess		
11:30	Lunch		
12:00	Calm Classroom		pilotPods – Math
12:15	Writing	Math	Dismissal
12:30			
1:00	Math	Social Studies + ID	
1:30			
2:00			
2:30			
3:00	Afternoon Meeting/Pack-up		
3:15	Specials	Specials	
3:30			

4:00	Dismissal	
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*The Identity class will occur in a 30-minute block during the class indicated; because there will only be one Identity teacher at the school this time will differ for each class

4th Grade

Time	M/W	T/R	F
7:30	Breakfast		
8:00	Morning Meeting		
8:15	Reading	Reading + Identity	pilotPods – Reading
9:00			
9:30			
9:45			
10:15	Writing	Writing	pilotPods – Math
10:30			
11:00	Recess		
11:30	Lunch		
12:00	Calm Classroom		pilotPods – Math
12:15	Specials	Specials	
12:30			Dismissal
1:00	Math	Math	
1:30			
2:00			
2:30	Science	Social Studies	
3:00			
3:30			
3:45			
4:00	Dismissal		

*The Identity class will occur in a 45-minute block during the class indicated; because there will only be one Identity teacher this time will differ for each class

Middle School Schedules

5th Grade – Reading Teacher Homeroom Class

Time	M/W	T/R	F
7:30	Breakfast		
8:00	Morning Meeting		
8:15	Reading	Reading	pilotPods – Reading
8:30			
9:00			
9:45	Specials	Specials	pilotPods – Math
10:00			
10:30	Social Studies	Identity	Clubs/Civic Engagement
11:00			
11:30		Writing	
12:00	Recess	Recess	Lunch
12:30	Lunch	Lunch	Dismissal
1:00	Math	Math	
1:30			
2:00			
2:30	Science	Science	

3:00			
3:30			
4:00	Dismissal		

6th Grade – Reading Teacher Homeroom Class

Time	M/W	T/R	F
7:30	Breakfast		
8:00	Morning Meeting		
8:15	Specials	Specials	pilotPods – Reading
8:30			
9:00	Reading	Reading	pilotPods – Math
9:30			
10:00	Social Studies	Identity	Clubs/Civic Engagement
10:30			
11:00		Writing	
11:30			
12:00	Recess	Recess	Lunch
12:30	Lunch	Lunch	Dismissal
1:00	Math	Math	
1:30			
2:00			
2:30	Science	Science	
3:00			
3:30			
4:00	Dismissal		

Attachment 2.B.1

Academic Standards Comparison Chart – Kindergarten

Foundations

Key Areas	Indiana State Standards	Common Core Standards
Print Concepts	K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.	RF.K.1.A Follow words from left to right, top to bottom, and page by page.
	K.RF.2.2 Recognize that written words are made up of sequences of letters.	RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.
	K.RF.2.3 Recognize that words are combined to form sentences	n/a
	K.RF.2.4 Identify and name all uppercase (capital) and lowercase letters of the alphabet	RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.
	n/a	RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.
Phonological Awareness	K.RF.3.1 Identify and produce rhyming words.	RF.K.2.A Recognize and produce rhyming words.
	K.RF.3.2 Orally pronounce, blend, and segment words into syllables	RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.

	K.RF.3.3 Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.	RF.K.2.C Blend and segment onsets and rimes of single-syllable spoken words.
	K.RF.3.4 Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.	RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
	K.RF.3.5 Add, delete, or substitute sounds to change words.	RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
Phonics	K.RF.4.1 Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).	RF.K.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
	K.RF.4.2 Blend consonant-vowel-consonant (CVC) sounds to make words.	n/a
	K.RF.4.3 Recognize the long and short sounds for the five major vowels.	RF.K.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
	K.RF.4.4 Read common high-frequency words by sight (e.g., a, my).	RF.K.3.C Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
	K.RF.4.5 Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.	RF.K.3.D Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
Fluency	K.RF.5 Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.	RF.K.4 Read emergent-reader texts with purpose and understanding.

Literature

Key Areas	Indiana State Standards	Common Core Standards
Key Ideas and Textual Support	K.RL.2.1 With support, ask and answer questions about main topics and key details in a text heard or read.	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
	K.RL.2.2 With support, retell familiar stories, poems, and nursery rhymes, including key details.	RL.K.2 With prompting and support, retell familiar stories, including key details.
	K.RL.2.3 Identify important elements of the text (e.g., characters, settings, or events).	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
	K.RL.2.4 Make predictions about what will happen in a story.	n/a
Structural Elements and Organization	K.RL.3.1 Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).	RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
	K.RL.3.2 With support, define the role of the author and illustrator of a story in telling the story.	RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
Synthesis and Connection of Ideas	K.RL.4.1 With support, describe the relationship between illustrations and the story in which they appear.	RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
	K.RL.4.2 With support, compare and contrast the adventures and experiences of characters in familiar stories.	RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories

Non-Fiction

Key Areas	Indiana State Standards	Common Core Standards
Key Ideas and Textual Support	K.RN.2.1 With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
	K.RN.2.2 With support, retell the main idea and key details of a text.	RI.K.2 With prompting and support, identify the main topic and retell key details of a text
	K.RN.2.3 With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Structural Elements and Organization	K.RN.3.1 Identify text features of a nonfiction text (e.g., title, author, illustrations) and describe the relationship between those features and the text in which they appear.	RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. RI.K.5 Identify the front cover, back cover, and title page of a book.
	K.RN.3.2 Recognize that a nonfiction text can be structured to describe a topic.	n/a
Synthesis and Connection of Ideas	K.RN.4.1 With support, identify the reasons an author gives to support points in a text.	RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
	K.RN.4.2 With support, identify basic similarities in and differences between two texts on the same topic.	RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
	n/a	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts)

Vocabulary

Key Areas	Indiana State Standards	Common Core Standards
Vocabulary Building	K.RV.2.2 Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).	L.K.5.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
	K.RV.2.4 Recognize frequently occurring inflections (e.g., look, looks).	L.K.4.B Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
	n/a	L.K.4.A Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
	n/a	L.K.5.C Identify real-life connections between words and their use (e.g., note places at school that are colorful).
Vocabulary in Literature and Non-Fiction Texts	K.RV.3.1 With support, ask and answer questions about unknown words in stories, poems, or songs.	RI.K.4 Ask and answer questions about unknown words in a text.
	K.RV.3.2 With support, ask and answer questions about unknown words in a nonfiction text.	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

Writing

Key Areas	Indiana State Standards	Common Core Standards
Handwriting	K.W.2.1 Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.	L.K.1.A Print many upper- and lowercase letters.

	K.W.2.2 Write by moving from left to right and top to bottom.	n/a
Writing Genres	K.W.3.1 Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.	n/a
	K.W.3.2 Use words and pictures to develop a main idea and provide some information about a topic.	W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
	K.W.3.3 Use words and pictures to narrate a single event or simple story, arranging ideas in order.	W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
	n/a	W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
The Writing Process	K.W.4 Apply the writing process to – <ul style="list-style-type: none"> With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence). Use available technology to produce and publish writing. 	W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
The Research Process	K.W.5 With support, build understanding of a topic using various sources. <ul style="list-style-type: none"> Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic. 	W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	n/a	W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
Conventions of Standard English	K.W.6.1 Demonstrate command of English grammar and usage, focusing on: K.W.6.2a Capitalization – Capitalizing the first word in a sentence and the pronoun I.	L.K.2.A Capitalize the first word in a sentence and the pronoun I
	K.W.6.1a Nouns/Pronouns – Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).	L.K.1.B Use frequently occurring nouns and verbs. L.K.1.C Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
	K.W.6.1b Verbs – Writing sentences that include verbs.	L.K.5.B Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). L.K.5.D Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
	K.W.6.1e Usage – Recognizing that there are different kinds of sentences (e.g., sentences that	n/a

	tell something, sentences that ask something, etc.).	
	K.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on: K.W.6.2b Punctuation – Recognizing and naming end punctuation.	L.K.2.B Recognize and name end punctuation.
	K.W.6.2c Spelling – Spelling simple words phonetically, drawing on phonemic awareness.	L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships. L.K.2.C Write a letter or letters for most consonant and short-vowel sounds (phonemes).
	n/a	L.K.1.D Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
	n/a	L.K.1.E Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
	n/a	L.K.1.F Produce and expand complete sentences in shared language activities.

Speaking and Listening

Key Areas	Indiana State Standards	Comparable Common Core Standards
Discussion and Collaboration	K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
	K.SL.2.3 Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.	SL.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
	K.SL.2.4 Ask questions to seek help, get information, or clarify something that is not understood.	SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
	K.SL.2.5 Continue a conversation through multiple exchanges.	SL.K.1.B Continue a conversation through multiple exchanges.
Comprehension	K.SL.3.1 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood
	K.SL.3.2 Ask appropriate questions about what a speaker says.	n/a
Presentation of Knowledge and Ideas	K.SL.4.1 Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details.	SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
	K.SL.4.3 Give, restate, and follow simple two-step directions.	n/a
	n/a	SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
	n/a	SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Attachment 2.B.2*Teaching Tolerance Grade-Level Standards*

K-2 Grade Level Outcomes and Scenarios

Anchor Standard	Code	Grade Level Outcome	Anti-bias Scenario
Identity 1	ID.K-2.1	I know and like who I am and can talk about my family and myself and name some of my group identities.	For show and tell, Joi brings in a picture of her family on a church camping trip. “My family goes camping a lot. I like camping,” she says. “I’m a Christian, and sometimes my family goes camping with the church. I’m also a big sister, so I have to help my parents take care of my little brother, especially when we go camping.”
Identity 2	ID.K-2.2	I can talk about interesting and healthy ways that some people who share my group identities live their lives.	
Identity 3	ID.K-2.3	I know that all my group identities are part of me—but that I am always ALL me.	
Identity 4	ID.K-2.4	I can feel good about myself without being mean or making other people feel bad.	
Identity 5	ID.K-2.5	I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.	
Diversity 6	DI.K-2.6	I like being around people who are like me and different from me, and I can be friendly to everyone.	As children are funneling into her classroom on a Monday morning, Ms. Franklin overhears a conversation between two students. “What did you do last weekend?” Kevin asks Lisa. “My moms took me to the zoo!” Lisa replies. “You have two moms? Do you call both of them Mom?” “I call them Mamma Kendra and Mamma Sam,” Lisa says.
Diversity 7	DI.K-2.7	I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.	
Diversity 8	DI.K-2.8	I want to know about other people and how our lives and experiences are the same and different.	
Diversity 9	DI.K-2.9	I know everyone has feelings, and I want to get along with people who are similar to and different from me.	
Diversity 10	DI.K-2.10	I find it interesting that groups of people believe different things and live their daily lives in different ways.	

K-2 GRADE LEVEL OUTCOMES AND SCENARIOS (CONT'D)

Anchor Standard	Code	Grade Level Outcome	Anti-bias Scenario
Justice 11	JU.K-2.11	I know my friends have many identities, but they are always still just themselves.	Shawna timidly approaches her teacher, Mr. Bradley, after school. She explains that her uncle, who picks her up from school, frequently says negative things about black people, and it has been making her feel uncomfortable. “He says that I shouldn’t be friends with Renee and Jeffrey anymore because they’re black,” Shawna says, “but I love all my friends!” Mr. Bradley tells Shawna that he’s proud of her and is sorry that she has to deal with something so difficult. He knows that Shawna’s parents would never approve of the way her uncle is talking and promises to call them that evening to discuss the situation.
Justice 12	JU.K-2.12	I know when people are treated unfairly.	
Justice 13	JU.K-2.13	I know some true stories about how people have been treated badly because of their group identities, and I don’t like it.	
Justice 14	JU.K-2.14	I know that life is easier for some people and harder for others and the reasons for that are not always fair.	
Justice 15	JU.K-2.15	I know about people who helped stop unfairness and worked to make life better for many people.	
Action 16	AC.K-2.16	I care about those who are treated unfairly.	At recess, Joe notices that Stephen has chosen to play with a baby doll. Joe snatches the doll away from Stephen, saying, “Dolls are for girls, not boys.” Anne notices the incident from across the room and decides to intervene. “Don’t be mean to Stephen. It’s OK that he likes different things than you or the other boys. How would you feel if someone told you that you couldn’t play with your favorite truck?” Their teacher, Mrs. Johnson, has taken notice of the situation. “Anne is exactly right,” she says. “As long as no one is being hurt, you shouldn’t judge someone for what they like.”
Action 17	AC.K-2.17	I can and will do something when I see unfairness—this includes telling an adult.	
Action 18	AC.K-2.18	I will say something or tell an adult if someone is being hurtful, and will do my part to be kind even if I don’t like something they say or do.	
Action 19	AC.K-2.19	I will speak up or do something if people are being unfair, even if my friends do not.	
Action 20	AC.K-2.20	I will join with classmates to make our classroom fair for everyone.	

3-5 Grade Level Outcomes and Scenarios

Anchor Standard	Code	Grade Level Outcome	Anti-bias Scenario
Identity 1	ID.3-5.1	I know and like who I am and can talk about my family and myself and describe our various group identities.	<p>Omar's mother is serving as a chaperone on her son's field trip. On the bus ride, the teacher, Ms. Robin, overhears a conversation between Omar and Peter. "What is your mother wearing on her head?" Peter asks.</p> <p>"It's called a hijab," Omar replies.</p> <p>"Many Muslim women wear them."</p> <p>"Why does she wear it?"</p> <p>"Our religion teaches us that the hijab is a way of being humble and modest. Muslim women wear it to show they love God."</p>
Identity 2	ID.3-5.2	I know about my family history and culture and about current and past contributions of people in my main identity groups.	
Identity 3	ID.3-5.3	I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too.	
Identity 4	ID.3-5.4	I can feel good about my identity without making someone else feel badly about who they are.	
Identity 5	ID.3-5.5	I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school and other places that matter to me.	
Diversity 6	DI.3-5.6	I like knowing people who are like me and different from me, and I treat each person with respect.	<p>Ms. Ramirez has divided her class into small groups for a mapping activity. As the students are gathering to begin work, she overhears one student, Joao, tell the others that he doesn't want Jonah, a classmate who uses a wheelchair, in his group. Just as Ms. Ramirez is about to intervene and facilitate a discussion with Joao and the rest of the group, she hears another student say, "Joao, Jonah has a lot to share with our group. It's important for us to all work together. You shouldn't think that his physical disability makes him a less important member of our group."</p>
Diversity 7	DI.3-5.7	I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities.	
Diversity 8	DI.3-5.8	I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.	
Diversity 9	DI.3-5.9	I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.	
Diversity 10	DI.3-5.10	I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.	

3-5 GRADE LEVEL OUTCOMES AND SCENARIOS (CONT'D)

Anchor Standard	Code	Grade Level Outcome	Anti-bias Scenario
Justice 11	JU.3-5.11	I try and get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.	<p>A class is discussing César Chávez and the American labor movement. Kelly mentions seeing on TV that most of the clothes sold in the United States are made in other countries where workers aren't protected the way U.S. laborers are. She notes that even though worker conditions have improved in the United States, it doesn't mean that we should ignore injustice elsewhere. She and several other students are inspired to go home and talk to their parents about purchasing clothes from companies that practice ethical manufacturing. They also plan to set up a clothes swap to help reduce wastefulness.</p>
Justice 12	JU.3-5.12	I know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules.	
Justice 13	JU.3-5.13	I know that words, behaviors, rules and laws that treat people unfairly based on their group identities cause real harm.	
Justice 14	JU.3-5.14	I know that life is easier for some people and harder for others based on who they are and where they were born.	
Justice 15	JU.3-5.15	I know about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.	
Action 16	AC.3-5.16	I pay attention to how people (including myself) are treated, and I try to treat others how I like to be treated.	<p>Jessica notices that one of her classmates, Jeremy, always sits alone at lunch. She asks her friend Samantha if she knows why. "He's gross!" Samantha replies. "His family is super poor, and he's always coughing."</p> <p>"You shouldn't be so mean to him, Sam," Jennifer responds. "You don't know what his life is like. It's not fair to exclude someone because his family doesn't have as much money."</p> <p>"Maybe you're right. I'm sure it makes him feel terrible," says Samantha. "I have math class with him. I can try to get to know him better."</p>
Action 17	AC.3-5.17	I know it's important for me to stand up for myself and for others, and I know how to get help if I need ideas on how to do this.	
Action 18	AC.3-5.18	I know some ways to interfere if someone is being hurtful or unfair, and will do my part to show respect even if I disagree with someone's words or behavior.	
Action 19	AC.3-5.19	I will speak up or do something when I see unfairness, and I will not let others convince me to go along with injustice.	
Action 20	AC.3-5.20	I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.	

6-8 Grade Level Outcomes and Scenarios

Anchor Standard	Code	Grade Level Outcome	Anti-bias Scenario
Identity 1	ID.6-8.1	I know and like who I am and can comfortably talk about my family and myself and describe our various group identities.	Patrick is being raised in a traditional Christian home. This year in Mr. Sanderson's social studies class, he has been learning about the world's different beliefs systems. Patrick enjoys the company of friends from different religions and is interested in their beliefs and practices. Though he remains devout, he wonders if being curious makes him a bad Christian. Patrick talks to his Sunday school teacher Mrs. Patterson who assures him that he can be Christian and befriend and learn from people of different religions as well. In fact, her best friend of thirty years is a Jewish woman she grew up with!
Identity 2	ID.6-8.2	I know about my family history and culture and how I am connected to the collective history and culture of other people in my identity groups.	
Identity 3	ID.6-8.3	I know that overlapping identities combine to make me who I am and that none of my group identities on their own fully defines me or any other person.	
Identity 4	ID.6-8.4	I feel good about my many identities and know they don't make me better than people with other identities.	
Identity 5	ID.6-8.5	I know there are similarities and differences between my home culture and the other environments and cultures I encounter, and I can be myself in a diversity of settings.	
Diversity 6	DI.6-8.6	I interact with people who are similar to and different from me, and I show respect to all people.	Darius tells Melissa that he thinks he might be gay. Melissa is taken aback. She and Darius have been close friends for many years. No one in Melissa's circle identifies as LGBT, and she feels that her family would not approve. After gathering her thoughts, she hugs Darius and tells him she wants him to know he can be himself with her. She just wants him to be happy with himself. Because neither knows much about what it means to be gay, Melissa accompanies Darius to see their history teacher, Mr. Gilbert, who has a safe zone sticker on his door.
Diversity 7	DI.6-8.7	I can accurately and respectfully describe ways that people (including myself) are similar to and different from each other and others in their identity groups.	
Diversity 8	DI.6-8.8	I am curious and want to know more about other people's histories and lived experiences, and I ask questions respectfully and listen carefully and non-judgmentally.	
Diversity 9	DI.6-8.9	I know I am connected to other people and can relate to them even when we are different or when we disagree.	
Diversity 10	DI.6-8.10	I can explain how the way groups of people are treated today, and the way they have	

6-8 GRADE LEVEL OUTCOMES AND SCENARIOS (CONT'D)

Anchor Standard	Code	Grade Level Outcome	Anti-bias Scenario
Justice 11	JU.6-8.11	I relate to people as individuals and not representatives of groups, and I can name some common stereotypes I observe people using.	While Mrs. Douglas' class is discussing immigration, some of the students start talking negatively about a Latino student in another class, accusing his family of immigrating illegally. Julian speaks up, telling his classmates that it's not appropriate to use stereotypes and spread rumors about others. Julian tells them that the student's family immigrated because they believe in American ideals and feel that the United States offers more opportunities. He urges his classmates to respect their decision and says that the family's status is none of their business. "Life must be hard enough moving to a strange new country," he says. "Don't make it harder for him by saying that he doesn't belong." Mrs. Douglas affirms Julian's sentiments and asks her class to think about how this discussion relates to the historical distrust and unfair treatment of other immigrant groups, such as those from Ireland or China.
Justice 12	JU.6-8.12	I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices and laws.	
Justice 13	JU.6-8.13	I am aware that biased words and behaviors and unjust practices, laws and institutions limit the rights and freedoms of people based on their identity groups.	
Justice 14	JU.6-8.14	I know that all people (including myself) have certain advantages and disadvantages in society based on who they are and where they were born.	
Justice 15	JU.6-8.15	I know about some of the people, groups and events in social justice history and about the beliefs and ideas that influenced them.	
Action 16	AC.6-8.16	I am concerned about how people (including myself) are treated and feel for people when they are excluded or mistreated because of their identities.	During gym class, Jenny's friends are making fun of a girl in their class for being fat. Jenny speaks up to tell her friends how harmful such speech can be. She calmly explains to them that a person's weight is determined by a lot of different factors and that weight is not necessarily a sign of good or bad health. She also explains that shaming people for their weight is ineffective at helping them lose weight and just makes them feel bad about themselves.
Action 17	AC.6-8.17	I know how to stand up for myself and for others when faced with exclusion, prejudice and injustice.	
Action 18	AC.6-8.18	I can respectfully tell someone when his or her words or actions are biased or hurtful.	
Action 19	AC.6-8.19	I will speak up or take action when I see unfairness, even if those around me do not, and I will not let others convince me to go along with injustice.	
Action 20	AC.6-8.20	I will work with friends, family and community members to make our world fairer for everyone, and we will plan and coordinate our actions in order to achieve our goals.	

EngageNY Resource Samples

Sequence of Domains in the *Core Knowledge Language Arts* P–2 Listening and Learning Strand

Preschool	Kindergarten	Grade 1	Grade 2
1. All About Me	1. Nursery Rhymes and Fables	1. Fables and Stories	1. Fairy Tales and Tall Tales
2. Families	2. The Five Senses	2. The Human Body	2. Early Asian Civilizations
3. Animals	3. Stories	3. Different Lands, Similar Stories	3. The Ancient Greek Civilization
4. Plants	4. Plants	4. Early World Civilizations	4. Greek Myths
5. Habitats	5. Farms	5. Early American Civilizations	5. The War of 1812
Dispersed throughout the year:	6. Native Americans	6. Astronomy	6. Cycles in Nature
• Classic Tales	7. Kings and Queens	7. The History of the Earth	7. Westward Expansion
• Important People in American History	8. Seasons and Weather	8. Animals and Habitats	8. Insects
	9. Columbus and the Pilgrims	9. Fairy Tales	9. The U.S. Civil War
	10. Colonial Towns and Townspeople	10. A New Nation	10. Human Body: Building Blocks and Nutrition
	11. Taking Care of the Earth	11. Frontier Explorers	11. Immigration
	12. Presidents and American Symbols		12. Fighting for a Cause

Common Core Standard Alignment by Unit - K

[illegible]

Scope and Sequence • Skills Strand • Kindergarten

The Skills strand of the Core Knowledge Language Arts program teaches students the decoding skills needed for (future) independent reading. Each Skills lesson begins with a warm-up, reviewing previously taught content in reading, writing, and/or grammar. All reading times—denoted below as demonstration stories or whole group, small group, or partner reading—consist of a story preview, presentation, and discussion. For a unit-by-unit alignment of Skills learning objectives to the Common Core State Standards, please visit <http://www.engageny.org/resource/kindergarten-english-language-arts>.

Unit 1 (10–13 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Awareness of Noises Left/Right Discrimination			Prewriting Skills: Drawing on a Vertical Surface
Lesson 2	Awareness of Noises Left/Right Discrimination			Prewriting Skills: Vertical Line*
Lesson 3	Awareness of Noises Left/Right Discrimination *			Prewriting Skills: Vertical Line
Lesson 4	Awareness of Noises Left/Right Discrimination Blending Pretest			Prewriting Skills: Horizontal Line*
Lesson 5	Awareness of Noises and Words* Left/Right Discrimination			Prewriting Skills: Circle*
Lesson 6	Awareness of Noises, Words, and Phrases*			Writing Strokes Pretest Prewriting Skills: Circle
Lesson 7	Awareness of Noises and Words Tracking Practice			Prewriting Skills: Diagonal Line*
Lesson 8	Awareness of Words			Prewriting Skills: Square; Vertical and Horizontal Lines—Review
Lesson 9	Awareness of Words *			Prewriting Skills: Triangle; Circle and Diagonal Line—Review
Lesson 10	Awareness of Words and Phrases Tracking Assessment*			Prewriting Skills Assessment
Pausing Point	Review: Awareness of Noises, Words, and Phrases Review: Directionality and Tracking			Review: Prewriting Skills

Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker () appears on a blank line.

	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
20 days	M1: Numbers to 5 (45 days)	M1: Numbers to 10 (40 days)	M1: Sums and Differences to 10 (40 days)	M1: Sums and Differences to 20 (10 days) M2: Addition and Subtraction of Length Units (12 days)	M1: Properties of Multiplication and Division Units of 2, 5 and 10 (25 days)	M1: Place Value, Rounding, and Algorithms for Addition and Subtraction (25 days)	M1: Place Value and Decimal Fractions (20 days)	20 days
20 days				M3: Place Value, Counting, and Comparison of Numbers to 1000 (25 days)	M2: Place Value and Problem Solving with Units of Measure (25 days)	*M2: Unit Conversions (7 days)	M2: Multi-Digit Whole Number and Decimal Fraction Operations (35 days)	20 days
20 days	M2: Two-Dimensional and Three-Dimensional Shapes (15 days)	*M2: 2D and 3D Shapes (12 days)	M2: Addition to Place Value Through Addition and Subtraction Within 20 (25 days)	M4: Addition and Subtraction Within 200 with Word Problems to 100 (35 days)	M3: Multiplication and Division with Units of 0.1, 0.5, and Multiples of 10 (25 days)	M3: Multi-Digit Multiplication and Division (45 days)	M3: Addition and Subtraction of Fractions (22 days)	20 days
20 days	M3: Counting to Answer Questions of How Many (50 days)	M3: Comparison of Length, Weight, Capacity, and Numbers to 10 (30 days)	M3: Ordering and Comparing Length Measurements as Numbers (15 days)	M5: Addition and Subtraction Within 1000 with Word Problems to 100 (24 days)	M4: Multiplication and Area (20 days)	M4: Area Measure and Plane Figures (20 days)	M4: Multiplication and Division of Fractions and Decimal Fractions (38 days)	20 days
20 days		M4: Number Pairs, Addition and Subtraction to 10 (47 days)	M4: Place Value, Comparison, Addition and Subtraction to 40 (35 days)	M6: Foundations of Multiplication and Division (24 days)	M5: Fractions as Numbers on the Number Line (35 days)	M5: Fraction Equivalence, Ordering, and Operations (45 days)		20 days
20 days	M4: Comparison of Length, Weight, and Capacity (35 days)		M5: Identifying, Composing, and Partitioning Shapes (15 days)	M7: Problem Solving with Length, Money, and Data (30 days)	M6: Collecting and Displaying Data (20 days)		M5: Addition and Multiplication with Volume and Area (25 days)	20 days
20 days		M5: Numbers 10-20 and Counting to 100 (30 days)	M6: Place Value, Comparison, Addition and Subtraction to 100 (25 days)	M8: Time, Shapes, and Fractions as Equal Parts of Shapes (20 days)	M7: Geometry and Measurement Word Problems (40 days)	M6: Decimals: Fractions (20 days)	M6: Problem Solving with the Coordinate Plane (40 days)	20 days
20 days	M5: Numbers to 5, Addition and Subtraction Stories, Counting to 20 (35 days)					M7: Exploring Multiplication (20 days)		20 days
		M6: Analyzing, Comparing, and Composing Shapes (10 days)						

*Please refer to grade-level descriptions to identify partially labeled modules and the standards corresponding to all modules.

Approx. 1st date for grades 3-5



Lesson 22

Objective: Generate simple equivalent fractions by using visual fraction models and the number line.

Suggested Lesson Structure

■ Fluency Practice	(12 minutes)
■ Application Problem	(8 minutes)
■ Concept Development	(30 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)



Fluency Practice (12 minutes)

- Whole Number Division **3.OA.7** (8 minutes)
- Counting by Fractions Equal to Whole Numbers on the Number Line **3.NF.3a** (4 minutes)

Whole Number Division (8 minutes)

Materials: (5) Blank paper

Note: This activity supports fluency with division. Steps 1 and 2 are timed for two minutes each. Step 3 is timed for one minute of testing for each partner. Step 4 is timed for two minutes.

- Students self-select a number and write a set of multiples up to that number's multiple of 10 vertically down the left-hand side of the page (e.g., 6, 12, 18, 24, 30, 36, 42, 48, 54, 60).
- Select a multiple, and divide it by the original number (e.g., $24 \div 6 = 4$).
- Change papers and test a partner by selecting multiples out of order (e.g., "What is $24 \div 6$?" "What is $54 \div 6$?" "What is $12 \div 6$?").
- Redo Steps 1 and 2 to see improvement.

Counting by Fractions Equal to Whole Numbers on the Number Line (4 minutes)

Materials: (5) Personal white board

Note: This activity reviews the concept of naming equivalent fractions on the number line from Lesson 21.

- T: (Project a number line partitioned into 12 thirds.) Count by thirds. (Write fractions as students count.)
- S: 1 third, 2 thirds, 3 thirds, 4 thirds, 5 thirds, 6 thirds, 7 thirds, 8 thirds, 9 thirds, 10 thirds, 11 thirds, 12 thirds.

Attachment 2.C.2
Sample Lesson Plans

Sample Lesson Plan 1: Reading

Grade: 2		Teacher: Ms. Adams	Subject: Reading
Date: 04/17/18		EngageNY Lesson ID: ELA.2.12.5	
Standard(s)	RL.2.7 (2.RL.4.1), RI.2.8 (2.RN.4.1), RI.2.9 (2.RN.4.2)		
Objective(s)	I can use information from words and illustrations to explain the feelings of characters in a text. I can compare and contrast the experience of different immigrant groups in the United States.		
Introduction Prepare students for new lesson and connect to previously taught ideas? (Do Now, review)		<u>Do Now</u> : review of push/pull factors; students will list as many push/pull factors as them can from previous lessons. Share out as a whole group. <u>Review/</u> : Ask students to open to their US map in their interactive notebooks and review the other immigrant groups covered in previous lessons.	
Concept Development Engage students in new lesson and describe new content (Hook, INM, CFUs)		<u>Hook</u> : Today we will be learning about immigrants that came through the states on the West coast. Ask students to identify this location on their maps and name the state. Why would immigrants come to the US here instead of Ellis Island? <ul style="list-style-type: none">- Show students Asia vs. Europe on globe <u>Read-Aloud</u> : Gold Mountain <ul style="list-style-type: none">- Prompt for push/pull factors for characters in story- Compare Chinatown/San Francisco to other cities covered in previous lessons <u>Word-Work</u> : exhausting <ul style="list-style-type: none">- Rally Robin: use exhausting in a sentence with shoulder partner	
Guided Practice Students practice new skill or content in small groups, pull groups for enrichment or remediation (CFUs, small groups pulled with teacher)		<u>Class/Group Discussion</u> : Explain that Chinese and other Asian immigrants on the west coast were discriminated against. In Round Robin structure, prompt with discussion questions: <ul style="list-style-type: none">- Why would Asian immigrants face more hostility than European immigrants?- How was Lin Wen and his father’s experience immigrating to the United States different than others we have talked about?- Do you think Lin Wen would see America as the “Land of Opportunity”?- Can you relate Lin Wen’s experience to anything in the real-world?	
Independent Practice Students complete a task or assignment independently		pilotPods (see pilotPod lesson plan for details) <ul style="list-style-type: none">- 60 minutes (3x20 minute rotations)	
Wrap-up Review content taught and/or complete a short assessment (Exit Ticket, quiz)		Students write minimum 2 sentences about: <ul style="list-style-type: none">- Plot of the story- How Lin Wen felt after immigrating to San Francisco	
Homework		Vocabulary review: exhausting, honor, wages, customs (multiple meanings)	
Vocabulary: immigrant, characters, exhausting, honor, responsibilities, wages, push/pull factors			Materials: globe, student maps, interactive notebooks, Gold Mountain (read aloud story)

Modifications/Accommodations: various response formats for Exit Ticket (drawings or verbal descriptions), differentiation in pilotPods (see other lesson plan)	Identity Connections: Chinese/Asian culture references, discrimination against immigrants (connections to Muslim, Latino immigrants)
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Sample Lesson Plan 1: pilotPod Lesson Plan (Reading)

Date: 04/17/18		Teacher/Grade: Ms. Adams/2		Subject: Reading	
	Rotation 1	Rotation 2	Rotation 3		
Students List the group of students that are being pulled for this rotation	Aaliyah Maurice Kody Jesús Christina	Rohit Chosyn Gabrielle Camilla Rojaih	Maria Raj Stacy Michael Ezael		
Standard/Skill What is being taught? (indicate if the purpose is remediation or enrichment)	RL.2.7 (2.RL.4.1) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Phonics: 1.RF.4.2 (decoding one-syllable words, 1 st grade standard) Fluency: 2.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately	2.RL.4.2 - Compare and contrast versions of the same stories from different cultures from around the world. 2.RF.5 Orally read grade-level appropriate or <u>higher</u> texts smoothly and accurately		
Lesson Overview How is the material being retaught or reviewed?	Close reading of Gold Mountain - Stop periodically throughout story to prompt students to recall or identify information about characters, plot or setting Assessment: students write a one-sentence description of the story with evidence from text	Fountas and Pinnell phonics lesson - Apply to vocabulary from story in lesson if possible Assessment: high-frequency word fluency (one-syllable words)	Bringing Asha Home: Read-Aloud story about adoption - Compare and contrast adoption to immigration - Recount plot details Assessment: Thinking map comparing and contrasting Arun and Lin Wen		
Materials Include any assignments or questions students will cover	Gold Mountain (story from lesson) - Pens and highlighters for students to annotate text	Fountas and Pinnell lesson plan/cards	Bringing Asha Home (Lee and Low book)		
Notes Did students show mastery after the lesson? Are there any students from the group still in need of remediation?					

Other Stations While you are pulling small groups, what are all of the other students doing?	<ul style="list-style-type: none"> - Silent-sustained reading (independent) – individual and leveled books - Instructional technology - Vocabulary: Multiple meaning words from text (reasons, rich, settled, study, work) - Writing: handwriting practice
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Sample Lesson Plan 2: Identity Class (primary)

Grade: K	Teacher: Mr. Johnson	Subject: Identity
Date: 12/05/17	Unit/Topic: Gender stereotypes/bias	
Standard(s)	K.1.4 (IN – Social Studies), ID.K-2.4 (Teaching Tolerance standards) pilotED Identity specific standards being developed*	
Objective(s)	I can identify and explain how gender stereotypes are used to sell different types of toys.	
Introduction Prepare students for new lesson and connect to previously taught ideas? (Do Now, review)	<u>Do Now:</u> review gender and stereotypes (covered in last week's lessons) <ul style="list-style-type: none"> - Have students share out different stereotypes that they remember being attributed to either boys or girls <u>Timed Share Pair:</u> Are gender stereotypes good or bad? Why?	
Concept Development Engage students in new lesson and describe new content (Hook, INM, CFUs)	<u>Hook:</u> As it gets closer to the holidays, what are you most excited for? <ul style="list-style-type: none"> - Take student responses, until one regarding presents/toys; ask students to think about what toy/present they want the most. - Show current date on map and count number of days until winter holidays <u>INM:</u> Gender Stereotypes with Toys <ul style="list-style-type: none"> - Explain to students that gender stereotypes and bias start being formed at a young age due to the toys children are expected to play with. <u>Rally Robin:</u> Name as many boy/girl toys as you can (each student should try to name toys of the opposite gender as themselves; i.e. boys name girl toys)	
Guided Practice Students practice new skill or content in small groups, pull groups for enrichment or remediation (CFUs, small groups pulled with teacher)	<u>Whole Group Activity:</u> Provide students with circulars from Toys'R'Us, Target, Walmart and any other shopping locations where toys are popular. <ul style="list-style-type: none"> - Have students cut out and separate toys as Boy toys or Girl toys <u>Discussion:</u> Prompt students with questions related to results of activity <ul style="list-style-type: none"> - What do the boy toys have in common? What about the girl toys? - Would it be okay for a boy to play with a doll? - Why do we assume ____ is a toy only for a boy/girl? 	
Independent Practice Students complete a task or assignment independently	<u>Assignment:</u> Draw a picture of a boy playing with a toy that is supposed to be a girl's toy, and/or a girl playing with a toy that is supposed to be a boy's toy. <ul style="list-style-type: none"> - Advanced/artistic students may draw multiple, while it will take the entire time for other students to complete one drawing 	
Wrap-up Review content taught and/or complete a short assessment (Exit Ticket, quiz)	<u>Timed Pair Share:</u> Think about the present/toy you would be most excited for that you thought about during the Do Now. <ul style="list-style-type: none"> - What was it? Was it a boy/girl toy? - What is an opposite gender toy you would like to receive? 	
Homework	n/a	

Vocabulary: gender, stereotype, bias, role	Materials: circulars from Toy'R'Us and other toy stores, scissors, construction paper (optional if you want to mount cut-outs)	Modifications/Accommodations: differentiate response length on IP, check-in with specific groups that may struggle with the Timed Share Pairs
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Attachment 2.C.3

Native American Community Academy Programs of Instruction



Native American Community Academy

Growing Together

PROGRAMS AND ACTIVITIES

At NACA, we believe that activities and out-of-the-classroom learning programs are critical to a comprehensive and challenging education.

NACA offers a number of programs, activities, and clubs that fit within its philosophy of education, wellness, community, and college readiness from an indigenous perspective.



These programs, clubs, and activities are created with multiple community and organizational partnerships and collaborations. Activities and clubs change from year to year, and some programs may be offered in the summer.

Academic Year Programs

Academic Activities and Learning Trips

NACA offers many different academic activities to help strengthen and enhance the classroom experience, including student demonstrations, National History Day projects, Junior Achievement

Job Shadow Day, and Student Council. We also organize learning trips such as the 8th Grade Emerging Leaders Development Trip to Washington DC, and the South Dakota Cultural Learning trip.

Athletics Program & Club Sports

NACA athletics are an extension of NACA students' education by approaching team sports from a community-building perspective base. The priority of NACA Athletics is to support the in-school curriculum and closely work with **Out of School Time activities** to provide students with as many opportunities as possible. Winning is not a goal or objective because winning in the traditional sense emphasizes negative competition and inappropriate behavior by coaches, players and families. When these objectives are accomplished and the goals met winning on and off the field and court comes naturally.



Cultural Service Learning Program

Through this program the academic classroom curriculum is combined with youth service to enrich the learning experience, teach civic responsibility, encourage lifelong civic engagement, and strengthen communities for the common good. This program provides students with a learning experience that is grounded in important cultural practices, financial literacy and economic development training. Activities include: Horno "oven" Building and Repair, Sheep Shearing, Wool Preparation, Weaving, Drum Making, Pow Wow Instruction, and Traditional Clothing/Regalia.



Dual College Degree Program

NACA offers a College Degree Program to all high school students. Through this program students are assessed on their college readiness and can begin as early as their sophomore year taking college level classes. Student then begin taking 6 credit hours of concurrent enrollment and can work towards college graduation while in high school. Students who successfully complete the program will graduate with a degree from one of Albuquerque's local Universities and Community Colleges by the time they graduate from high school.

Experiential Learning Program

NACA's Experiential Education program is designed to enhance students' understanding of the NACA core values and wellness philosophy by using the outdoors as an instructional tool. The program goal is to ensure that every student has an outdoor experience. Through various activities that include hiking, camping, backpacking, snow shoeing, snowboarding, rock climbing, and other forms of outdoor activities, students demonstrate the core values of Respect, Responsibility, Community Service, Culture, Perseverance, and Reflection. NACA students have the opportunity to share cultural teachings and perspectives while in the natural setting.



School-Based Mentoring Program

NACA's School Based Mentoring Program is a developmental relationship between adults and youth which provides students broad support in all aspects of their lives and personal development. The relationship increases their self-esteem and confidence, improves their relationships with peers, parents and teachers, and changes their attitudes about school and learning. It is a partnership that



aligns with NACA's core values and integrates the school's wellness philosophy in every day action.

Student Support Services

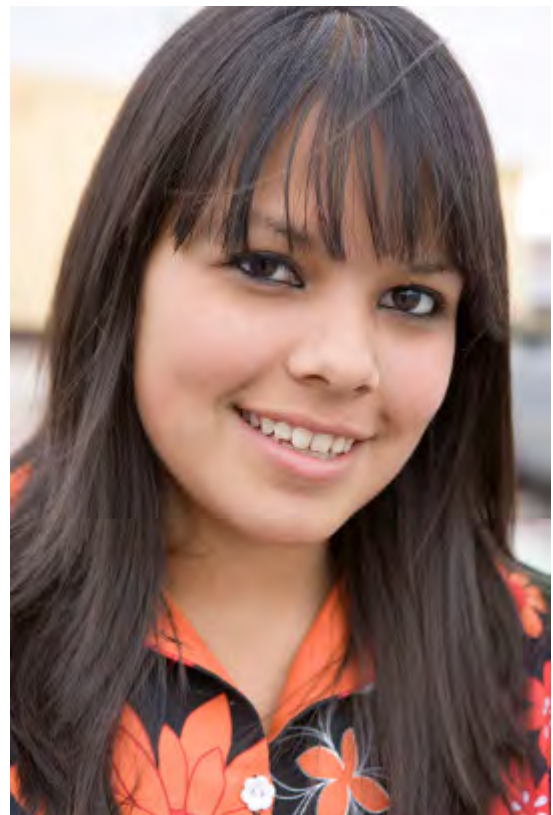
Student Support Services address the social-emotional needs of the NACA student body and their families. The mission of the services is to provide comprehensive, culturally-sensitive, school-based mental health and support services for students and their families. Services include case management, referral crisis intervention, individual and family counseling, group therapy, staff wellness, and community outreach. One of the most widely utilized programs is the Eagle Room which provides a peaceful, culturally-based meditation space is provided for all NACA students, families and staff for self-reflection, meditation/prayer honoring our Native traditions.

WELLNESS AND SUPPORT SERVICES

Wellness is an important part of NACA's holistic and integrated curriculum. It is implemented with meticulous attention to provide the balance necessary for a child to truly succeed as a student – and more importantly – as a human being. In Native cultures children are honored, and each child is recognized for his or her special purpose. Given the many barriers facing Native children today, NACA has put into place multiple collaborative programs that to help ensure that no child slips through the cracks and that all receive the physical, emotional, and nutritional support they need. Personal Wellness classes are also incorporated into the school day for each student.

Within the Wellness Program NACA offers several areas of support:

- Wellness Wheel
- Student Support Services / Behavioral Health
- Food & Nutrition



- Personal Wellness Class

Wellness Wheel

NACA uses a *Wellness Wheel* as a tool for students, staff and community to articulate their perceptions, goals and assessments of surrounding their health. A person is able to use the *Wellness Wheel* to visually record their Intellectual, Physical, Community and Social/Emotional health. This is a holistic approach and is centered in a respect for indigenous knowledge.

Student Support and Behavioral Health Services

Student Support Services address the social and emotional needs of the NACA student body and their families. Our mission is to provide comprehensive, culturally-sensitive school-based mental health and support services for students and their families.


Our services include:


- **Consultation/Case Management/Referral:** generally a one-time meeting to discuss unmet needs with the student and their family. Staff provides referrals and assistance to obtain the resources or services.
- **Education Groups:** including student groups and in-classroom presentations focusing on health and wellness topics such as life skills and healthy relationships
- **Crisis Intervention:** includes brief safety assessment and crisis counseling
- **Eagle Room:** a peaceful, culturally-based meditation space provided for all NACA students, families and staff for self-reflection, meditation and prayer honoring our Native traditions. Students who are dealing with worry, stress, trauma, or any emotional hurt may utilize this peaceful room anytime during or after school. The Eagle Room is our most widely utilized program.
- **Individual and Family Counseling:** solution-focused counseling by masters' level clinicians or masters' level interns.
- **Group Therapy:** topic specific-groups to address deeper levels of healing for students and their families. Topics include grief & loss, substance abuse, self-harm, depression and anxiety
- **Staff Wellness:** training and consultation focusing on social, emotional, behavioral and developmental issues for faculty and staff

Attachment 2.C.4.

Lee and Low Books Sample Lesson Plan

TEACHER'S GUIDE





LEE & LOW BOOKS

Parrots Over Puerto Rico

written by Susan L. Roth and Cindy Trumbore
illustrated by Susan L. Roth

SYNOPSIS

For centuries beautiful, raucous Puerto Rican parrots and the settlers on the island of Puerto Rico hunted for food, survived hurricanes, raised their young, and protected their homes. But then things began to change, and in time the trees in which the parrots nested were destroyed. Puerto Rican parrots, once abundant, came perilously close to extinction in the 1960s due to centuries of foreign exploration and occupation, development, and habitat destruction. By 1967, only twenty-four Puerto Rican parrots were left in the wild. Humans had nearly caused their extinction. Could humans now save the parrots?

With striking collage illustrations, a unique format, and engaging storytelling, authors Susan L. Roth and Cindy Trumbore tell two intriguing stories: the fascinating history of Puerto Rico and the intertwined story of the rare parrots that live in the island's treetops. The authors recount the efforts of the scientists of the Puerto Rican Parrot Recovery Program to save the parrots and ensure their future. Readers are invited to witness the amazing recovery efforts that have enabled Puerto Rican parrots to fly over their island once again.

This book presents a compelling portrait of the dedicated work performed by scientists to protect, manage, and ensure the survival of an endangered species. The scientists' work shows how challenging obstacles can be faced and overcome with ingenuity and commitment. Readers will learn how people and animals are connected in a cycle of life, and how changes in one part of the cycle affect the other parts.

This is the first children's book specifically focusing on the Puerto Rican parrot.

About the Book

Genre: Nonfiction

***Reading Level:** Grade 3–4

Interest Level: Grades 1–6

Guided Reading: Q

Accelerated Reader® Level/Points: 5.7/0.5

Lexile™: 960L

* Reading level based on the Spache Readability Formula

Themes: Animal Adaptations and Life Cycle, Wildlife Rescue and Recovery, Biodiversity, Interdependence, Endangered Animal Species (Puerto Rican parrot), Environments and Habitats, Conservation, Overcoming Obstacles, Perseverance, Responsibility, Puerto Rican History, Latino/Hispanic Interest



BACKGROUND

From the Afterword: Scientists estimate the population of the Puerto Rican parrots was between one hundred thousand and one million birds on the main island of Puerto Rico and the nearby islands of Culebra, Vieques, and Mona in the late fifteenth century, when Christopher Columbus arrived in Puerto Rico in 1493. The history of the parrots is closely linked to the history of Puerto Rico. The parrots' numbers began to shrink in the nineteenth and twentieth centuries as their nesting trees were cut down for logging and farming. Puerto Rican parrots have been described as one of the ten most endangered birds in the world.

The Puerto Rican Parrot Recovery Program (PRPRP) is dedicated to conserving, protecting, and managing both wild and captive populations of the parrot so that its status will be changed from endangered to threatened. Begun in 1968, the PRPRP is a cooperative effort between the U.S. Fish & Wildlife Service, the U.S. Forest Service, the Puerto Rico Department of Natural and Environmental Resources, and the U.S. Geological Survey.

Survival rates of the parrots grow with each release. As of 2012, there were about 150 birds in each of the two aviaries and between 60 and 95 birds in the wild in El Yunque and Río Abajo Forest combined.

Deforestation: The clearing of trees is most often the result of farmers or ranchers cutting down trees to make room for growing crops or raising livestock. Logging and urban sprawl are also causes of deforestation. According to the *National Geographic*, millions of animal species have lost habitat to deforestation. The solution to stopping deforestation has been difficult to establish and enforce because of the competing socioeconomic interests of communities and developing countries where the forests are located (<http://environment.nationalgeographic.com/environment/global-warming/deforestation-overview/>). In addition to loss of habitat for plant and animal species, deforestation contributes to carbon emissions, soil erosion, and disrupted water cycles (www.livescience.com/27692-deforestation.html).

For vivid photography and in-depth information on deforestation as a threat to animals, explore the World Wildlife Fund website

(www.worldwildlife.org/threats/deforestation).

Geography of Puerto Rico: The island of Puerto Rico is located between the Caribbean Sea and the North Atlantic Ocean, east of the Dominican Republic. Puerto Rico is slightly less than three times the size of the state of Rhode Island (www.cia.gov/library/publications/the-world-factbook/geos/rq.html). In a critical shipping lane to the Panama Canal, Puerto Rico has been a key port for many settlers and governments over the centuries. The climate is tropical and the island is vulnerable to seasonal hurricanes. The majority of the island is mountainous. The Puerto Rican Parrot Recovery Program is located in the El Yunque National Forest and according to the U.S. Forest Service, the El Yunque National Forest is the only tropical rain forest in the United States National Forest System. The parrots have struggled at the recover program's location in the El Yunque Forest because of the wet climate and predators (www.fs.usda.gov/detail/elyunque/about-forest/).

Puerto Rican Parrot Recovery Program: The PRPRP is a staff of eleven coordinate management and research/recovery efforts for the Puerto Rican parrot, considered one of the ten most endangered birds in the world (www.fws.gov/southeast/prparrot/). Established in 1968, the program is a multiagency effort to restore and manage the endangered Puerto Rican parrot. The United States Fish & Wildlife Service, United States Forest Service, and the United States Geological Survey have partnered in the recovery efforts of the United States' only remaining native parrot species. *Audubon Magazine* offers an interview with a U.S. Fish & Wildlife biologist at the program's headquarters (<http://archive.audubonmagazine.org/EndangeredSpecies/EndangeredSpecies0909.html>). Learn more about the scientists currently working to protect the parrots as detailed in Bird Life International (www.birdlife.org/datazone/speciesfactsheet.php?id=1666#Furtherinf).



VOCABULARY

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below.

Encourage a variety of strategies to support students' vocabulary acquisition: look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, create a specific action for each word, list synonyms and antonyms, and write a meaningful sentence that demonstrates the definition of the word.

Content Specific

Caribbean Sea, Atlantic Ocean, orchids, ferns, hurricanes, sugarcane, Christopher Columbus, merchant ships, warships, colonies, commonwealth, charcoal, El Yunque, aviary, incubator, gene pool, fledglings, pearly-eyed thrashers, kapok tree

Academic

varnished, delicate, mates, toil, launched, invaded, declared war, settlers, territory, citizenship, rural, jabbing, elected, governor, tribute, independent, flock, extinct, scientist, captivity, captive-bred, inspected, discarded, rescued, damaged, wrecked, humid, decline aggressive, gentler, harbor, rare, frightened, distinctive, threatened

BEFORE READING

Prereading Focus Questions

(Reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)

Before introducing this book to students, you may wish to develop background and promote anticipation by posing questions such as the following:

1. Take a look at the front and back covers. Take a picture walk. Ask students to make a prediction. Do you think this book will be fiction or nonfiction? What makes you think so? What clues does the author/illustrator give to help you know whether this book will be fiction or nonfiction?
2. What do you know about texts that are nonfiction? What are some genres and features of nonfiction? Why do authors write nonfiction?
3. What is a scientist? What does a scientist do? What subjects might a scientist study? Why are scientists important? Why do we learn science in school? Share an experience you have had of a science lesson/project or of a scientist helping you in some way.
4. What do you know about Puerto Rico? Where is it located? What is the climate and environment like? What kinds of animals and plants live there? What are some challenges animals living in Puerto Rico may face? Why might Puerto Rico be a good environment for animals and plants to survive and thrive?
5. Why do you think I chose this book for us to read today?

Exploring the Book

(Reading Standards, Craft & Structure, Strand 5, Key Ideas & Details, Strand 1, and Integration of Knowledge & Ideas, Strand 7)

Because there is no title on the front cover of the book, tell students that the book is called *Parrots Over Puerto Rico*. Talk about the title. Ask students to think about why the authors decided not to place the title on the cover. Also ask students what they think the title means. Then encourage students to think about what the book will most likely be about and whom the book might be about. What places might be talked about in the text? What animals might be talked about? What do you think might happen? What information do you think you might learn?

Have students observe the vertical orientation of the book, with the text and illustrations positioned so that the book is read by flipping up the pages instead of turning the pages horizontally right to left. Encourage students to consider why the authors chose to structure the book this way.



Take students on a book walk and draw attention to the following parts of the book: front and back covers, dedications, title page, illustrations, afterword, timeline, authors' sources, and acknowledgments.

Setting a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1–3)

Have students read to find out:

- the characteristics of a Puerto Rican parrot
- what the Puerto Rican Parrot Recovery Program is
- how Puerto Rico has changed over time for both people and the parrots
- about the human impact (positive and negative) on the parrots and the Puerto Rican environment overall

Encourage students to consider why the authors want to share this story with young people.

AFTER READING

Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite evidence with their answers.**

Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1 and 3)

1. What is the climate and environment like in Puerto Rico? What words or phrases describe the setting?
2. Who are the first group of people to arrive on the island? What is the relationship between the Taínos and other early groups of people with the parrots? How do the early groups of people interact with the parrots?
3. How does a Puerto Rican parrot find a mate?

4. What are the competitors and predators of Puerto Rican parrots? How do red-tailed hawks, pearly-eyed thrashers, black rats, and honeybees affect Puerto Rican parrots?
5. How have humans affected Puerto Rican parrots?
6. Which countries have fought each other for control of Puerto Rico?
7. Before scientists started to collaborate, where is the only place the birds can be found by 1967?
8. What causes the forests to disappear? What is the impact of reduced forest lands on the parrots?
9. What is the function of an aviary?
10. Why do the scientists collect parrot eggs from the wild? Why do the scientists leave at least one egg or chick in each nest?
11. Why do the scientists open the aviary in El Yunque?
12. What role do Hispaniolan parrots play in the recovery of the Puerto Rican parrots? How do these parrots help the Puerto Rican parrots survive?
13. What do the scientists do to stop the pearly-eyed thrashers from stealing the parrots' nests? How does this technique help the parrots survive?
14. What do the scientists do when one of the chicks has damaged wings?
15. How does Hurricane Hugo in 1989 affect the parrots and the aviary?
16. What is an incubator? How does it help the parrots?
17. What strategies do the scientists teach the parrots about avoiding predators such as red-tailed hawks?

Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 2 and 3, Craft & Structure, Strand 6)

1. Why do you think Puerto Rican parrots have green feathers? How does this adaptation help them survive in their environment? Would this be an example of a physical or behavioral adaptation?
2. Describe the physical and behavioral adaptations of Puerto Rican parrots. What do they need to have or be able to do to survive in their environment?



★ "An ambitious project. . . From the commanding cover illustration to the playful image on the back, simply spectacular."
—*Kirkus Reviews*, starred review

★ "A triumphant reminder of the inescapable connection between people's actions and the animals in the wild."
—*Booklist*, starred review

★ "A thoughtful and thorough examination of the ways human action can both help and harm animal populations."
—*Publishers Weekly*, starred review

- What does a hurricane and Christopher Columbus plus Spanish settlers have in common? Why would the authors connect hurricanes with the Spanish settlers on the same page of the book? What impact do hurricanes and the coming of the Spanish settlers have on Puerto Rico and on the parrots?
- Why do you think the authors chose the title *Parrots Over Puerto Rico* for the book, instead of something like *The History of Puerto Rico*? What does this choice demonstrate about the authors' perspective?
- Why do both Spain and the United States want control of Puerto Rico?
- Why do you think the governments of the United States and the Commonwealth of Puerto Rico work together to create the Puerto Rican Parrot Recovery Program? Why is it important to save an animal species?
- How do the scientists demonstrate persistence and creativity?
- Why do you think the scientists are not named in the main part of the book? They are real people, and yet they are not identified. Why might the authors do this? What does this choice demonstrate about the authors' perspective?
- What character traits do the scientists have? How would you describe their actions? Do you think the authors want you to aspire to be like the scientists? What makes you think so?
- Why do the scientists separate the aggressive parrots from the gentler parrots? How does this help the parrots survive? Is this an example of a physical or a behavioral adaptation?
- Why do the scientists cage younger parrots with adult parrots? How does this help more parrots survive? Is this an example of a physical or behavioral adaptation?
- Compare the aviaries to zoos.
- Why do you think the scientists want to release captive-bred parrots into the wild, rather than just keeping them in the aviaries? What are the risks of releasing captive-born and -raised parrots into the wild? How might these parrots have additional challenges compared to wild-born parrots?
- If you were in charge of the aviaries, would you release the captive-born parrots into the wild or would you keep them in captivity? Why? What are the benefits and risks of releasing? Of keeping the animals in captivity?
- What do you think the authors want you to learn from this book about the history of the Puerto Rican parrot? What is the main idea of the book?
- What does this book teach about sustainability and the impact of humans on sustainability practices and efforts?



17. Do you think it is important for communities and governments to save endangered species? Why do you think so? What might happen if we don't promote children's education programs or create safe places for wildlife?
18. How might the Puerto Rican parrot be a symbol for the people of Puerto Rico?
19. The main text and the afterword both give facts about the Puerto Rican parrot and the recovery efforts. How are those sections different from each other? How are they similar? How are both texts examples of nonfiction?

Reader's Response

(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)

(Reading Standards, Key Ideas & Details, Strands 1–3, Craft & Structure, Strands 4, Integration of Knowledge & Ideas, Strands 7–9)

Use the following questions and writing activities to help students practice active reading and personalize their responses to the book. Suggest that students respond in reader's response journals, essays, or oral discussion. You may also want to set aside time for students to share and discuss their written work.

1. Imagine you are one of the first scientists to realize how endangered the Puerto Rican parrots are and you need to enlist help from the United States and Puerto Rican governments. Write a letter, from the point of view of a scientist, asking for help. How will you persuade the governments to set up an aviary for the parrots? What will you do to help the parrots? What will happen if you do not help the parrots as soon as possible?
2. If you were a journalist on a Puerto Rican news show, what could you say to the citizens of the island to get them to stop cutting down the forests for farmland? Write a speech addressing: What can people do to make a living instead? What can you say to get citizens to help the birds and their habitats? How could helping the birds also help the people?
3. How would you define the word *respectful*? Who do you think is respectful in your life and why? Do you think the scientists working for the PRPRP are respectful? Why or why not? Do you think humans should be respectful to nature? Why or why not? What are some ways humans can show respect to nature?
4. Which parts of the book do you connect to the most? Why? What memory can you share of a science project in class or of a scientist helping you in some way?
5. Describe a time you or someone you know took care of the environment. What was causing harm and how did you or the other person solve that problem? What advice would you give to improve how your school affects the environment? What can people do at home to help take care of the environment?
6. If you were offered a job as a scientist at one of the Puerto Rican parrot aviaries, would you take it? Why or why not? What skills would you need to be successful there?
7. Earth Day is celebrated each year on April 22. It is a day on which events are held worldwide to demonstrate support for environmental protection. What parts of *Parrots Over Puerto Rico* make this book a leading example for an Earth Day read aloud?

ELL/ESL Teaching Strategies

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

These strategies might be helpful to use with students who are English Language Learners.

1. Assign ELL students to partner-read the book with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each student write three questions about the text. Then let students pair up and discuss the answers to the questions.



3. Depending on students' level of English proficiency, after the first reading:
 - Review the illustrations in order and have student summarize what is happening on each page, first orally, then in writing.
 - Have students work in pairs to retell either the plot of the book or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.
4. Have students give a short talk about what they admire about the scientists in the book.
5. The story contains some content-specific words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.

INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Student who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These may also be used for extension activities, for advanced readers, and for building a home-school connection.

Science/STEM

(Reading Standards, Integration of Knowledge & Ideas, Strands 7–9)
 (Writing Standards, Text Types & Purposes, Strands 1–2 and Research to Build & Present Knowledge, Strands 7–9)
 (Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3)

1. Encourage students to research a bird species that is endangered or threatened in your state or area of the country. What does this species eat? What are

Awards and Honors

Robert F. Sibert Informational Book Medal, American Library Association

Junior Library Guild Selection, Junior Library Guild

Américas Award, Consortium of Latin American Studies Programs

Best Children's Books of the Year, Bank Street College of Education

"Choices," Cooperative Children's Book Center

John Burroughs Young Readers Award, John Burroughs Association / American Museum of Natural History

Teachers' Choices Award, International Literacy Association

Orbis Pictus Award for Outstanding Nonfiction, Honor Book, National Council of Teachers of English

its predators? How does this species care for its young? What impact have humans had on this species? What is its natural habitat like? What is being done, if anything, to restore the population?

2. Read *Puffling Patrol* to learn about another bird species and the challenges it faces (www.leeandlow.com/books/2766). Compare and contrast the physical and behavioral adaptations of Puerto Rican parrots and puffins. Where does each species live? What does each eat? What predators does each have? Create a chart showing the life cycles and food webs of the puffin and Puerto Rican parrot.
3. Encourage students to reread *Parrots Over Puerto Rico* to find examples of the parrots' physical and behavioral adaptations. What ways are the scientists helping the parrots with behavioral adaptations?
4. Have students research the causes of deforestation. Where does deforestation occur in the world? What is lost when deforestation occurs? Why has it been so challenging to stop and prevent? What animal species have already become extinct because of deforestation? What animal species are currently at risk of extinction due to deforestation?



- Build a bird feeder for the school or for students to take home. There are many ways to make easy, healthy, animal-friendly bird feeders with common materials. Check out the Audubon Society's "Backyard Bird Feeders" for step-by-step instructions (www.audubon.org/news/make-bird-feeder-out-recycled-materials).
- Ask students to research the basic ecology and function of a rain forest. What are the two types of rain forests in the United States? In a map of the United States, have students draw where they are located. Compare in a Venn diagram the Pacific Northwest's temperate rain forests and Puerto Rico's tropical rain forests. For lesson plans, webinars, and educational resources on rain forests, check out FSNatureLive (www.fsnaturelive.org/) and America's Rain Forests: A Distance Learning Adventure (<http://rainforests.pwnet.org/>).
- Have students compare their community's biome with the Puerto Rican parrot's biome. Allow students to explore the Missouri Botanical Garden's "What's It Like Where You Live?" to learn about the biomes of the world and determine which type they live in (www.mbgnet.net/). Students should investigate the species of their biome, what the climate is like, where in the world their biome is found, and how it compares to where the Puerto Rican parrots live.

Writing

(Reading Standards, Integration of Knowledge & Ideas, Strands 7–9 and Range of Reading & Level of Text Complexity, Strand 10)

- Many countries around the world use animals as symbols. Picking the right animal to represent a country or other geographical area can be tricky. Animals as symbols need to make people feel proud. The United States of America's national animal is the bald eagle. Suppose the Puerto Rican government was deciding whether or not to choose the Puerto Rican parrot as the island's animal symbol. Write a letter to the government to convince them this is a good choice. What characteristics of the Puerto Rican parrot would you describe to show that the bird is a good choice?
- Have students read LEE & LOW BOOKS' interview with both authors of *Parrots Over Puerto Rico* (www.leeandlow.com/books/2835/interviews). Ask students to write down additional questions they have for the authors. Questions may be about the parrots, Puerto Rico, how to write and illustrate a book, and so on. Encourage students to use their list of questions as part of a friendly letter to the authors.

Social Studies/Geography

(Reading Standards, Integration of Knowledge & Ideas, Strands 7 & 9)
(Writing Standards, Research to Build & Present Knowledge, Strands 7–8)

- Puerto Rico is a commonwealth of the United States. Have students research what it means to be a commonwealth in contrast to a state. What rights and privileges do the people have? What is the government like? Prepare a chart comparing the government of Puerto Rico to the students' home state government.
- Have students research the geography of Puerto Rico. Where in the world is the island located? What is the climate like? What physical features does the island have? What kinds of plants and animals live there? What makes Puerto Rico unique from nearby islands? What are Puerto Rico's resources and most popular exports? Using the research to these questions, students should answer in an essay this question: How might the island's geography make it attractive to other countries and people who want to settle there?
- Ask students to create a timeline and explore the various groups of people and countries that tried to control and settle Puerto Rico. Which countries fought over Puerto Rico? Which countries settled Puerto Rico, and when? What unique features or resources did Puerto Rico have that attracted foreign governments to want to control the island?



Art/Media

(Reading Standards, Integration of Knowledge & Ideas, Strands 7 & 9)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3)

1. The illustrator, Susan L. Roth, chooses to use the highly visual and technical art form of collage to illustrate the book. How does this technique help tell the histories of the parrots and Puerto Rico? Have students examine the book. What materials does the illustrator use to make her collages? Invite students to make their own collages using construction paper, newspapers, magazines, cloth, and other recycled materials. Have students reflect on the materials, time involved, and process of making a collage.
2. Let students create parrot masks by decorating paper plates, paper bags, or cardboard from cereal boxes. Encourage students to add feathers that match the colors of Puerto Rican parrots. You can find ready-made feathers in arts and crafts stores, or challenge students to study the artwork in the book and then cut feathers from construction paper. Make sure to cut out spaces for the eyes and add a paper beak. The masks can be completed with either string, so they can be tied around students' heads, or with a popsicle stick glued to the bottom, so students can hold up their masks in front of their faces.

Home-School Connection

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3)

(Writing Standards, Text Types & Purposes, Strand 2, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strand 7)

1. Encourage students and their families to participate in Wildlife Watch, the National Wildlife Federation's national nature-watching program created for people of all ages. Students and families share the details of the wildlife they see in their communities to help National Wildlife Federation track the health and behavior of species worldwide (www.nwfw.org/Wildlife/Wildlife-Conservation/Citizen-Science.aspx).

2. Puerto Rico parrots are unique to the Caribbean, but students can learn to identify other bird behaviors through observation. The National Wildlife Federation's "Bird Behavior Walk" activity teaches students about bird behaviors, including hiding, flocking, bathing, flying, preening, singing, foraging, and feeding. Encourage students to think about where birds flock in their community. Then have them photograph or sketch the behaviors they observe.
3. The biologists working with the Puerto Rican parrots demonstrate a lot of persistence and commitment. Ask students to interview their parents, guardians, or caregivers about a time they faced a significant obstacle. How did they overcome it? What made them persist in reaching for their goal? What advice do they have for someone who must tackle a challenge? Why is persistence important? Students should write the answers from the interview and be prepared to share in class.

Additional titles to teach about the environment:

The Mangrove Tree: Planting Trees to Feed Families by Susan L. Roth and Cindy Trumbore

<https://www.leeandlow.com/books/2747>

Prairie Dog Song: The Key to Saving North America's Grasslands by Susan L. Roth and Cindy Trumbore

<https://www.leeandlow.com/books/2925>

Amazing Places edited by Lee Bennett Hopkins, illustrated by Christy Hale and Chris Soentpiet

<https://www.leeandlow.com/books/2968>

Seeds of Change: Planting a Path to Peace written by Jen Cullerton Johnson, illustrated by Sonia Sadler

<https://www.leeandlow.com/books/2716>

Water Rolls, Water Rises / El agua rueda, el agua sube written by Pat Mora, illustrated by Meilo So

<https://www.leeandlow.com/books/2865>

Attachment 2.C.5.

Teaching Tolerance Sample Lesson Plan

What is Differently Abled?

Grade Level: K-2, 3-5

Topic: Ability, Bullying & Bias

Subject: Reading & Language Arts, Civics, Arts

Social Justice Domain: Justice, Action

Objectives

- understand the meaning of the term “learning disability”
- consider their own, their school’s and society’s biases related to learning disabilities
- discuss ways in which labels about intelligence are used to inculcate prejudice and lead to discrimination against people, and develop more constructive, specific vocabulary for discussing learning needs
- consider ways to fight prejudice and discrimination against those with learning disabilities
- make a graphic ‘zine about fighting prejudice and discrimination against those with learning disabilities

Essential Questions

- What is a learning disability?
- How can learning disabilities affect students’ experiences at school? How can they affect life outside school?
- What prejudices have caused schools and society to discriminate against people with learning disabilities, and how can we fight this discrimination?
- How does prejudice and discrimination against people with learning disabilities connect to other forms of prejudice and discrimination, and what can we do to fight against these biases?
- What are some advantages of living in a world in which people learn in different ways?

Materials

- Patricia Polacco, *Thank You, Mr. Falker* (This book is widely available in libraries, bookstores or may be purchased through Patricia Polacco’s Web site.)

Vocabulary

discrimination [dis,krimə'na shən] (*noun*) Unfair treatment of a person or group on the basis of prejudice or bias

intelligence [in'telijəns] (*noun*) It is important for students to understand that intelligence can be understood in a variety of ways, and that the types of intelligence most commonly valued by schools are not the only ways to be intelligent. One definition holds that intelligence is the ability to comprehend, to understand or profit from experience.

learning disability [lærni ng ,disə'bilite] (*noun*) The Learning Disability Association of America defines learning disability as a neurological disorder that affects one or more of the basic psychological processes involved in

understanding or in using spoken or written language.

prejudice [ˈpreɪdʒəs] (*noun*) Adverse judgment or opinion, often of a specific group of people, formed without knowledge of the facts and sometimes leading to hatred or suspicion

Overview

In any educational context, there is a wide range of interests as well as learning strengths and areas of difficulty. A specific learning disability can stand in the way of a student's positive experience of school and learning. And, if the student does not receive necessary support, it can hamper academic achievement. Moreover, even when learning disabilities are diagnosed and children receive help, these students may face discrimination by teachers and their peers due to underlying assumptions regarding the meaning of intelligence. In this lesson, students will work toward understanding what it means to have a learning disability. The goal is make them aware of prejudice and discrimination aimed at those with learning disabilities.

Procedure

1. As a class, discuss what you think of when you hear the terms "smart," "stupid" and "learning disability." Your teacher will chart your responses in web form. (*Note: After eliciting student responses to these terms, teachers might provide formal definitions, particularly for "learning disability."*)
2. Listen to a passage from Patricia Polacco's book *Thank You, Mr. Falker*. (*Note: Students can also read it independently or in small groups.*) As a class, discuss the experience of the student in the story and how it relates to the words listed above.
3. Form small groups and write an imaginary interview with either Patricia Polacco or another student in Mr. Falker's class. Your interviews should show how you are trying to understand what school is like for students with learning disabilities. As you work on these interviews, challenge yourself to talk openly with your classmates about your own experiences in school in relation to what you heard in the story. Consider ways in which you have seen discrimination or insults used against students with learning disabilities. How do people's prejudices about intelligence and learning lead to such discriminatory behavior?
4. Perform the interviews you wrote. Then discuss what the story and your small group taught you. Think about the different experiences students can have based on their strengths, challenges and needs.

SOCIAL STUDIES

1. In your notebook or journal, describe a time when learning came easily to you. You may write about something in school, like learning to write a complete sentence; or something outside of school, like learning to swim; or something that happened both in and out of school, like learning to make friends. When you are done describing this learning experience, describe a time when learning has come with more

difficulty. In both examples, use as much detail as you can. Describe your feelings, how other people reacted to you, and how you feel about this skill now.

2. Form small groups, and share one or both of your stories. Listen to your classmates' stories carefully. Then, as a group, create a poster with a T-Chart that shows, on one side, what it feels like and how people respond to you when learning comes easily and, on the other side, what it feels like and how people respond to you when learning comes with more difficulty.
3. Hang your posters around the room and spend a few minutes doing a "gallery style" share. Walk around reading other groups' posters. Consider common themes or ideas you find.
4. As a class, discuss the idea of prejudice and resulting discrimination against people because of learning disabilities. Use your own examples and those of your classmates to think about how this sort of discrimination feels. Recall the definition of learning disabilities you discussed when you read *Thank You, Mr. Falker*. Talk about why our society might be more biased against people who struggle with some types of learning than others.
5. After this discussion, return to your notebook or journal and reflect on what you discussed. How do prejudice and discrimination against people with learning disabilities relate to other forms of prejudice and discrimination you know about? How are they different? How do you think we can fight against this type of prejudice and discrimination?

ARTS

1. As a class, recall the previous conversations you had about learning disabilities, prejudice and discrimination. Then discuss examples you have seen of prejudice or discrimination against people with learning disabilities in particular areas.
2. With a partner, work to create a story strip illustrating a story of discrimination against someone with a learning disability caused by prejudice about intelligence. Make sure your story strip uses visuals as well as words to tell the story. Try to focus the story on how to fight against this type of prejudice and the discrimination that results. *(Note: As students create their visuals, the teacher will want to circulate and make note of any racial or cultural stereotypes being represented. For example, are the characters who struggle at sports overweight? Are they all female? Are the characters who struggle with reading all racial minorities? The teacher will want to find sensible ways to make these prejudices explicit and bring them up in later reflections and discussion.)*
3. As a class, compile your story strips into a graphic 'zine about fighting prejudice and discrimination against people with learning disabilities.
4. In your journal or notebook, reflect on what you came up with in your story strip. Write about what you will do in the future to fight against prejudice and discrimination based on learning disabilities.

Attachment 2.C.6.

Minnesota Humanities Center Sample Lesson Plan



Minnesota
Humanities
Center

Wiil Waal
written by Kathleen Moriarty
illustrated by Amin Amir

**Publisher and
Copyright Date:**

Minnesota Humanities Center, 2007

Summary:

This is a retelling of a traditional Somali folktale. A sultan poses a riddle that the men of the land must solve. One poor man's daughter advises her father and has astonishing results. This is one of four Somali folktales published as bilingual children's picture books through the Minnesota Humanities Center's Somali Bilingual Book Project. (Visit www.mnhum.org/somalibooks to learn more.)

Suggested Ages:

4-6, 7-10

Reading Tips:

Play some Somali music before reading. Ask children to guess the setting of the story that you will read based on the music.

Show children a globe or world map to point out the country of Somalia.

Read the story all the way through in one language at a time for easier comprehension.

If the reader is not bilingual, use the dual-language audio recording (www.mnhum.org/somalibooks), produced by the Minnesota Humanities Center, to play the story in the additional language.

Before Reading:

What do you think life was like in Somalia long ago? What kind of houses did people live in? What kind of clothes did people wear? What foods did people eat? Are any of these things still true in Somalia today?

This story has a riddle in it. What riddles do you know?

What do you think is the answer to this riddle: Which part of a sheep is a symbol for what makes people friends or enemies?

Introduction:

"This is a story about a Somali sultan who is looking for a wise man. He asks men to answer the riddle that we just discussed. Whoever can answer it will be named a wise man. Let's listen to how the riddle is solved in this story..."

After Reading:

What happened at the end of the story – on the last page?

Why did the girl choose the gullet as the symbol of what can unite people or divide them – make people friends or enemies?

What message do you think this story is telling us?

Related Activities

Art: Write up riddles on small cards. Draw the answer to the riddle on the other side. Use these to share in small groups, taking turns to guess the answers.

Cut out pictures from magazines to make a collage that shows greed. Make another collage that shows generosity. Talk about the differences in the images.

Culture: Have students page through the book again to talk about what they learned about Somali culture from the text and/or illustrations.

Dramatization: Small groups of students identify the main points in the story and then (setting the book aside) retell the story. Several groups present to the whole class. Discuss the variations that appear in each retelling from a book and from an oral tale.

Language: Identify language within the story that indicates that it takes place long ago.

There is a proverb in Somali that summarizes the theme of this story. Have students talk about proverbs in English (or other languages) that refer to greed or generosity.

Writing: Find the definition for the nickname, Wiil Waal, in the author's note. Students can compile a chart of nicknames that they all have. Each student can talk about why or how they received their nickname, who gave it to them, and how they feel about their nickname.

Rewrite the story of Wiil Waal but change the setting to a modern, urban setting. Who would pose the riddle? What else would change in the story?

Other: For more ideas on using folktales and fables, visit: edsitement.neh.gov/subject/literature-language-arts, then click *Aesop and Ananse*.

Suggestions for English

Language Learners: Use a story map to assist students in identifying the setting, characters, conflict, plot, and theme of the story. Visit www.minnesotahumanities.org for templates.

For Somali ESL students, play the Somali version on the dual language recording.

Related Books

The Lion's Share/Qayb Libaax* by Said Salah Ahmed, illustrated by Kelly Dupre (2007)

Dhegdheer, A Scary Somali Folktale* by Marian A. Hassan, illustrated by Betsy Bowen (2007)

The Travels of Igal Shidad* by Kelly Dupre, illustrated by Amin Amir (2007)

The Greedy Bee by Steve Smallman, illustrated by Jack Tickle (2007)

Mama Panya's Pancakes by Mary & Rich Chamberlin, illustrated by Julia Cairns (2005)

*Also published by the Minnesota Humanities Center.

Attachment 2.E.1.*Comparison of Punitive and Restorative Consequences*

Behavior Group	Punitive Consequences	Restorative Consequences
Level 1: Classroom and Building Based Corrective Responses	<ul style="list-style-type: none"> • Detention 	<ul style="list-style-type: none"> • Referral to Reflection Room • Mediation or conferencing • Peer jury • Community service
	<p>Example: During class a student becomes upset and leaves the classroom without permission. A conference is scheduled with the student and teacher in order to discuss the cause of the behavior and focus on helping student understand infraction and prevent future instances.</p>	
Level 2: Support Staff, Administrative and Classroom Teacher Corrective Responses	<ul style="list-style-type: none"> • Detention • In School Suspension – up to three days 	<ul style="list-style-type: none"> • Referral to Reflection Room • Mediation or conferencing • Peer jury • Community service
	<p>Example: At lunch, a student throws food at another student, which ultimately lands on the floor. The student is brought before the peer jury who decide that the student should apologize to the student and assist the custodian in cleaning up the cafeteria for the remainder of the week.</p>	
Level 3: Intensive Personalized Corrective Responses	<ul style="list-style-type: none"> • Detention • Suspension (in/out of school) – up to three days • Request for disciplinary reassignment 	<ul style="list-style-type: none"> • Immediate Referral to Reflection Room • Circle • Mediation or conferencing • Peer jury • Suspension (in school) – only in the event of repeated (2+) incidents
	<p>Example: A student is bullying another through insulting notes. The bullied student requests a Conflict Circle as a result, which is agreed to by both parties. Through the circle, both the victim and offender identify the cause of the bullying and determine how to repair the harm and prevent future instances of bullying.</p>	
Level 4: Corrective Responses for Serious Violations	<ul style="list-style-type: none"> • Suspension (in/out of school) – three to five days • Intervention program • Request for disciplinary reassignment • Request for expulsion hearing 	<ul style="list-style-type: none"> • Immediate Referral to Reflection Room • Circle • Mediation or conferencing • Suspension (out of school) – up to three days with re-entry conference • Request for expulsion hearing – only in the event of repeated (2+) incidents
	<p>Example: Two students get into a physical fight during recess. A Conflict Circle is called and both student's families are brought in to participate. A one-day in school suspension</p>	

	is utilized in order to provide time to facilitate this process. The goal of the circle is to understand the cause of the fight and attempt to build relationships between the students and their families to prevent future conflict.
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Attachment 2.E.2.

Restorative Justice Practices

RJ TOOLS	RATIONAL
Circles	Adopted from Native American culture, Circles are used in RJ to create a safe space for discussion among participants. Circles are facilitated by a trained “circle keeper” and often utilize a “talking piece” in order to ensure equal participation of all members of the circle. ²⁰
Conferencing and Mediation	Similar to Circles, but consisting of a smaller group (typically 2-3 students), conferencing and mediation is used to address conflicts between students, teachers and parents. These can be led by a staff member trained in RJ or students. Family Group Conferences can be utilized to bring in both victim and offender, as well as family members who were also affected or can offer support. Conferences can also be used in the event of a suspension in order to reintroduce the student to school. ²¹
Peer Jury	Peer jury utilizes student volunteers to hear cases of minor behavior infractions or offenses. Peer juries are overseen by an adult coordinator with students acting as jurors. In the event of a peer jury case, student jurors hear arguments and determine appropriate consequences.
Mentoring	Students identified through behavioral Response-to-Intervention (RTI) measures will be assigned teacher or other adult “mentors,” who can more closely monitor that student’s behavior and work with the student to develop and track behavior goals. This system can eventually be extended to older students acting as mentors to younger ones (peer mentoring).
Community Service	Community service can serve as a potential form of consequence for students to repair harm associated with misbehaviors. For example, a student that writes on the wall of the bathroom may be asked to stay after school to help the custodian. This form of logical consequences connects, rather than removes, the student from the school community.

Attachment 3.A.1

²⁰ Strang, L. W. (2007). *Restorative Justice: The Evidence*. London: The Smith Institute.

²¹ Ashley, J. (2009). *Implementing Restorative Justice: A Guide for Schools*. Chicago: Illinois Criminal Justice Authority.

Summer 2017

Survey Area # 2

Your relationship to local schools:

Parent/Guardian ☒

Community Member ☐

What is your ethnic background?

☐ Hispanic/Latino

☐ Asian-American

☒ African-American

☐ Caucasian/Anglo

☐ American Indian/Alaskan Native

☐ Other

I am satisfied that the schools in this area are providing an excellent education for all students

Disagree	Not Sure	Agree
1	<input checked="" type="checkbox"/>	5

All students, parents, staff and community members regardless of cultural background are made to feel like a valuable part of our school culture.

<input checked="" type="checkbox"/>	3	5
-------------------------------------	---	---

The faculty and staff have been successful in promoting diversity

<input checked="" type="checkbox"/>	3	5
-------------------------------------	---	---

If there was a school that valued the identity of its students and valued strong community programming, I would support it opening in this neighborhood.

<input checked="" type="checkbox"/>	3	5
-------------------------------------	---	---

I feel that local families and community members are valued by the schools in the area.

<input checked="" type="checkbox"/>	3	5
-------------------------------------	---	---

Summer 2017

Survey Area # 6

Your relationship to local schools:

Parent/Guardian ☐

Community Member ☒

What is your ethnic background?

☒ Hispanic/Latino

☐ Asian-American

☐ African-American

☐ Caucasian/Anglo

☐ American Indian/Alaskan Native

☐ Other

I am satisfied that the schools in this area are providing an excellent education for all students

Disagree	Not Sure	Agree
1	3	<input checked="" type="checkbox"/>

All students, parents, staff and community members regardless of cultural background are made to feel like a valuable part of our school culture.

1	<input checked="" type="checkbox"/>	5
---	-------------------------------------	---

The faculty and staff have been successful in promoting diversity

1	<input checked="" type="checkbox"/>	5
---	-------------------------------------	---

If there was a school that valued the identity of its students and

1	3	<input checked="" type="checkbox"/>
---	---	-------------------------------------

Summer 2017

Survey Area # 8

Your relationship to local schools:

Parent/Guardian ☒

Community Member ☐

What is your ethnic background?

☐ Hispanic/Latino

☐ Asian-American

☐ African-American

☒ Caucasian/Anglo

☐ American Indian/Alaskan Native

☐ Other

I am satisfied that the schools in this area are providing an excellent education for all students

Disagree

Not Sure

Agree

1

3

5

All students, parents, staff and community members regardless of cultural background are made to feel like a valuable part of our school culture.

1

3

5

The faculty and staff have been successful in promoting diversity

1

3

5

If there was a school that valued the identity of its students and valued strong community programming, I would support it opening in this neighborhood.

1

3

5

I feel that local families and community members are valued by the schools in the area.

1

3

5

Summer 2017

Survey Area # 8

Your relationship to local schools:

Parent/Guardian ☐

Community Member ☒

What is your ethnic background?

☐ Hispanic/Latino

☐ Asian-American

☒ African-American

☐ Caucasian/Anglo

☐ American Indian/Alaskan Native

☐ Other

I am satisfied that the schools in this area are providing an excellent education for all students

Disagree

Not Sure

Agree

1

3

5

All students, parents, staff and community members regardless of cultural background are made to feel like a valuable part of our school culture.

1

3

5

The faculty and staff have been successful in promoting diversity

1

3

5

If there was a school that valued the identity of its students and valued strong community programming, I would support it opening in this neighborhood.

1

3

5

Summer 2017

Survey Area # 8

Your relationship to local schools:

Parent/Guardian _____

Community Member ☒

What is your ethnic background?

☐ Hispanic/Latino

☐ Asian-American

☒ African-American

☐ Caucasian/Anglo

☐ American Indian/Alaskan Native

☐ Other

I am satisfied that the schools in this area are providing an excellent education for all students

Disagree

Not Sure

Agree

1

3

5

All students, parents, staff and community members regardless of cultural background are made to feel like a valuable part of our school culture.

1

3

5

The faculty and staff have been successful in promoting diversity

1

3

5

If there was a school that valued the identity of its students and valued strong community programming, I would support it opening in this neighborhood.

1

3

5

I feel that local families and community members are valued by the schools in the area.

1

3

5

Summer 2017

Survey Area # 8

Your relationship to local schools:

Parent/Guardian _____

Community Member ☒

What is your ethnic background?

☐ Hispanic/Latino

☐ Asian-American

☒ African-American

☐ Caucasian/Anglo

☐ American Indian/Alaskan Native

☐ Other

I am satisfied that the schools in this area are providing an excellent education for all students

Disagree

Not Sure

Agree

1

3

5

All students, parents, staff and community members regardless of cultural background are made to feel like a valuable part of our school culture.

1

3

5

The faculty and staff have been successful in promoting diversity

1

3

5

If there was a school that valued the identity of its students and valued strong community programming, I would support it opening in this neighborhood.

1

3

5

Attachment 3.A.2*Need Analysis – Near Eastside*

Demographic and Performance Data for Schools in the Near Eastside.

Schools	Enrollment	Race/ Ethnicity	FRL pop	SPED	Suspension Rate	Most recent A-F	Other performance data
Thomas D Gregg School (K-6)	475	Hispanic: 42.9% Black: 39.4% White: 12.8% Asian: 0.2% Multi-racial: 4.6%	82.1%	20.2%	5.5%	F	ELA: 27.4% Math: 17.5%
Brookside School 54 (K-6)	596	Hispanic: 14.4% Black: 59.9% White: 17.4% Am. Indian: 1.0% Multi-racial: 7.2%	75.0%	16.1%	0.5%	F	ELA: 32.5% Math: 24.2%
William McKinley School 39 (K-6)	552	Hispanic: 18.3% Black: 18.1% White: 57.2% Asian: 0.5% Multi-racial: 5.8%	73.7%	15.4%	0%	B	ELA: 43.4% Math: 38.9%
Ralph Waldo Emerson School 58 (PK-8)	382	Hispanic: 18.1% Black: 45.5% White: 29.1% Am. Indian: 0.8% Multi-racial: 6.5%	84.1%	15.7%	21.5%	F	ELA: 28.9% Math: 21.7%
Theodore Potter School 74 (K-6)	288	Hispanic: 79.1% Black: 16.0% White: 10.1% Asian: 0% Multi-racial: 2.1%	74.3%	19.1%	No data	D	ELA: 59.4% Math: 51.4%
Washington Irving School 14 (PK-8)	583	Hispanic: 74.8% Black: 12.7% White: 7.0% Asian: 0.2% Multi-racial: 5.1%	75.3%	13.2%	3.4%	F	ELA: 41.9% Math: 37.3%
Christian Park School 82 (K-6)	435	Hispanic: 21.4% Black: 13.6% White: 59.5% Asian: 0% Multi-racial: 5.5%	82.0%	16.6%	0.2%	F	ELA: 46.3% Math: 43.4%
Harshman Magnet Middle School (7-8)	550	Hispanic: 54.0% Black: 28.9% White: 11.6% Asian: 1.1% Multi-racial: 4.2%	81.5%	16.0%	23.2%	F	ELA: 34.9% Math: 16.8%
Paramount School of Excellence (K-8)	719	Hispanic: 16.3% Black: 46.6% White: 25.9% Asian: 0.4% Multi-racial: 10.6%	87.5%	17.0%	No data	A	ELA: 88.6% Math: 89.5%
George W Julian School 57 (K-8)	150	Hispanic: 41.3% Black: 20.0% White: 35.3% Asian: 1.3% Multi-racial: 2.0%	64.7%	24.7%	2.0%	F	ELA: 37.2% Math: 28.2%

Center for Inquiry 2 (K-8)	402	Hispanic: 10.7% Black: 11.7% White: 67.9% Asian: 2.5% Multi-racial: 6.7%	21.9%	14.9%	0.2%	C	ELA: 75.5% Math: 62.8%
Indianapolis Lighthouse Charter (K-12)	902	Hispanic: 11.1% Black: 71.7% White: 12.2% Asian: 0.1% Multi-racial: 4.9%	100%	9.4%	No data	C	ELA: 42.0% Math: 44.7%
Super School 19 (PK-8)	507	Hispanic: 43.0% Black: 26.0% White: 25.0% Am. Indian: 0.2% Multi-racial: 5.7%	77.9%	17.6%	0.2%	D	ELA: 48.0% Math: 37.5%
James Russell Lowell School 51 (PK-6)	444	Hispanic: 38.3% Black: 54.1% White: 6.1% Am. Indian: 0.2% Multi-racial: 1.4%	70.5%	16.9%	0.5%	F	ELA: 31.2% Math: 16.1%
Southeast Neighborhood School of Excellence (K-8)	540	Hispanic: 23.9% Black: 10.7% White: 52.0% Asian: 0% Multi-racial: 13.3%	85.8%	14.4%	No data	C	ELA: 50.0% Math: 38.5%

IFF Gap Rank Data

Quality Seat Analysis (Study Area 22)

- Overall Gap Rank: 3
 - Overall Service Gap: -3528
- K-5 Gap Rank: 1
 - K-5 Service Gap: -1814
 - Service Level: 40%
- 6-8 Gap Rank: 4
 - 6-8 Service Gap: -831
 - Service Level: 25%

Attachment 3.B.1.
Danielson Framework

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating Knowledge of Content and Pedagogy Knowledge of: <ul style="list-style-type: none"> • Content Standards Within and Across Grade Levels • Disciplinary Literacy • Prerequisite Relationships • Content-Related Pedagogy 	<p>Teacher demonstrates little to no knowledge of relevant content standards within and/or across grade levels. Teacher demonstrates no knowledge of the disciplinary way of reading, writing and/or thinking within the subject area. Teacher demonstrates little understanding of prerequisite knowledge important to student learning of the content/skills. Teacher's plans reflect little or no understanding of the range of pedagogical approaches suitable to student learning of the content/skills being taught.</p>	<p>Teacher demonstrates knowledge of the relevant content standards within the grade level but displays lack of awareness of how these concepts relate to one another and/or build across grade levels. Teacher demonstrates some knowledge of the disciplinary way of reading, writing, and/or thinking within the subject area. The teacher demonstrates some understanding of prerequisite learning, although knowledge of relationships among topics may be inaccurate or incomplete. Teacher's plans reflect a limited range of pedagogical approaches suitable to student learning of the content/skills being taught.</p>	<p>Teacher demonstrates knowledge of the relevant content standards, within and across grade levels. Teacher demonstrates knowledge of the disciplinary way of reading, writing, and/or thinking within the subject area. Teacher demonstrates accurate understanding of prerequisite learning and relationships among topics and concepts. Teacher's plans reflect a range of effective pedagogical approaches suitable to student learning of the content/skills being taught</p>	<p>Teacher demonstrates knowledge of the relevant content standards within the grade level and across grade levels, as well as how these standards relate to other disciplines. Teacher's plans demonstrate extensive knowledge of the disciplinary way of reading, writing, and/or thinking within the subject area. Teacher demonstrates deep understanding of prerequisite learning and relationships among topics and concepts. Teacher's plans include a range of effective pedagogical approaches suitable to student learning of the content/skills being taught and anticipate student misconceptions.</p>
1b: Demonstrating Knowledge of Students Knowledge of: <ul style="list-style-type: none"> • Child and Adolescent Development • The Learning Process • Students' Skills, Knowledge, and Language Proficiency • Students' Interests and Cultural Heritage • Students' Special Needs and Appropriate Accommodations/Modifications 	<p>The teacher demonstrates little to no understanding of how students learn and does not attain information about levels of development. Teacher does not gather knowledge about students' backgrounds, cultures, prior knowledge, skills, language proficiencies, learning styles, interests, and special needs and does not indicate that such knowledge informs teacher's practice.</p>	<p>The teacher displays generally accurate knowledge of how students learn and attains information about levels of development for the class as a whole. Teacher gathers some knowledge about some students' backgrounds, cultures, prior knowledge, skills, language proficiencies, learning styles, interests, and special needs.</p>	<p>The teacher demonstrates an understanding of the active nature of student learning and attains information about levels of development for groups of students. Teacher purposefully gathers information from several sources about most students' backgrounds, cultures, prior knowledge, skills, language proficiencies, learning styles, interests, and special needs.</p>	<p>The teacher demonstrates an understanding of the active nature of student learning and attains information about levels of development for individual students. Teacher purposefully and continually gathers information from several sources about all students' individual backgrounds, cultures, prior knowledge, skills, language proficiencies, learning styles, multiple intelligences, interests, and special needs.</p>
1c: Selecting Learning Objectives <ul style="list-style-type: none"> • Clarity of Objectives 	<p>Learning objectives are not standards based, are unclear, or are stated as activities rather than as student learning</p>	<p>Learning objectives are partially standards-based, clear, written in the form of student learning outcomes,</p>	<p>Learning objectives are standards-based, clear, written in the form of student learning outcomes, aligned to</p>	<p>Learning objectives are standards-based, clear, written in the form of student learning outcomes, aligned to</p>

<ul style="list-style-type: none"> • Sequence and Alignment of Objectives • Balance of Objectives 	outcomes, prohibiting a feasible method of assessment. Teacher does not sequence and align learning objectives to build toward deep understanding and mastery of the standards. Objectives reflect only one type of learning and/or only one discipline.	aligned to methods of assessment, and/or are only written for the class as a whole. Teacher demonstrates an attempt to sequence and align some standards-based learning objectives, but does not build toward deep understanding or mastery of the standards. Objectives reflect more than one type of learning, but teacher has made no attempt at coordination of the disciplines.	methods of assessment, and varied to account for the needs of groups of students. Teacher sequences and aligns standards-based learning objectives to build toward deep understanding and mastery of the standards. Objectives reflect several different types of learning and invite opportunities for coordination within and across the disciplines.	methods of assessment, and varied in whatever way is needed to account for individual students' needs. Teacher sequences and aligns standards-based objectives to build toward deep understanding, mastery of the standards, and meaningful authentic application. Objectives reflect several different types of learning and provide multiple opportunities for coordination and integration within and across the disciplines.
1d: Designing Coherent Instruction Design Incorporates: <ul style="list-style-type: none"> • Knowledge of Students and Their Needs • Learning Tasks • Materials and Resources • Instructional Grouping • Lesson and Unit Structure 	Teacher does not coordinate knowledge of content, students, and resources to design units and lessons. Learning tasks are not aligned to objectives. Tasks are not cognitively challenging and do not require students to provide evidence of their reasoning. There is no evidence of scaffolding and differentiation for students to access the content/skills. The progression of tasks is not coherent and has unrealistic time allocations. Units and lessons do not include grade-appropriate levels of texts and/or other materials and do not represent a cognitive challenge. The lesson or unit does not have a recognizable structure and makes no use of instructional groupings to support the learning objectives.	Teacher coordinates some knowledge of content, students, and resources to design units and lessons. Learning tasks are partially aligned to objectives. Tasks are cognitively challenging, designed for the class as a whole, and occasionally require students to provide evidence of their reasoning. There is some evidence of scaffolding and differentiation for some students to access the content/skills. The progression of tasks in units and lessons is not always coherent, and some time allocations are unrealistic. Units and lessons include grade-appropriate levels of texts and other materials that represent a moderate cognitive challenge. The lesson or unit has a recognizable structure with some evidence of instructional groupings that partially support the learning objectives.	Teacher coordinates knowledge of content, students, and resources to design units and lessons. Learning tasks are aligned to objectives. Tasks are cognitively challenging, designed for groups of students, and require students to provide evidence of their reasoning. There is evidence of scaffolding and differentiation for most students to access the content/skills. The units and lessons are paced appropriately. Units and lessons include grade-appropriate levels of texts and other materials, representing a cognitive challenge. The lesson or unit has a clear structure with intentional and structured use of instructional groupings that support the learning objectives.	Teacher coordinates in-depth knowledge of content, students, and resources (including technology) to design units and lessons. Learning tasks are aligned to objectives. Tasks are cognitively challenging for individual students and require students to provide evidence of their reasoning. There is evidence of scaffolding and differentiation for all students to access the content/skills. The units and lessons are paced appropriately. Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills. The lesson or unit has a clear structure that incorporates student choice, allows for different pathways of instruction aligned with diverse student needs, and uses instructional groupings intentionally.
1e: Designing Student Assessment <ul style="list-style-type: none"> • Congruence with Standards-Based Learning Objectives 	The plan for student assessment is not aligned with the standards-based learning objectives identified for the unit and/or lesson. Assessments contain no criteria or descriptors aligned to student expectations. Teacher	The plan for student assessment is partially aligned with the standards-based learning objectives identified for the unit and/or lesson. Assessments do not clearly identify and/or describe student expectations. Teacher	The plan for student assessment is aligned with the standards-based learning objectives identified for the unit and/or lesson. Assessment methodologies are designed or adapted for groups of students as	The plan for student assessment is aligned with the standards-based learning objectives identified for the unit and lesson. Assessment methodologies have been designed or adapted for individual students as needed.

<ul style="list-style-type: none"> • Levels of Performance and Standards • Design of Formative Assessments • Use for Planning 	does not select or design formative assessments that measure student learning and/or growth. Teacher does not use prior assessment results to design units and lessons.	selects or designs formative assessments that measure only part of student learning or growth. Teacher uses prior assessment results to design units and lessons that target the class as a whole.	needed. Assessments clearly identify and describe student expectations and provide descriptors. Teacher selects and designs formative assessments that accurately measure student learning and/or growth. Teacher uses prior assessment results to design units and lessons that target groups of students.	Assessment criteria are thorough, describe high expectations for students, and provide clear descriptors. Teacher's formative assessments are complex, well designed or selected, and tailored for individual students, when necessary, in order to measure varying degrees of each student's learning and growth effectively. Teacher uses assessment results to design units and lessons that target the diverse needs of every student.
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Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport <ul style="list-style-type: none"> • Teacher Interactions with Students • Student Interactions with Other Students 	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative and disrespectful. Interactions are insensitive and/or inappropriate to the ages and development of the students, and the context of the class. The net result of interactions has a negative impact on students emotionally and/or academically.	Patterns of classroom interactions, both between the teacher and students and among students, are generally respectful but may reflect occasional inconsistencies or incidences of disrespect. Some interactions are sensitive and/or appropriate to the ages and development of the students, and the context of the class. The net result of the interactions has a neutral impact on students emotionally and/or academically.	Patterns of classroom interactions, both between the teacher and students and among students, are friendly and demonstrate caring and respect. Interactions among students are generally polite and respectful. Interactions are sensitive and appropriate to the ages and development of the students, and to the context of the class. The net result of the interactions has a positive impact on students emotionally and academically	Patterns of classroom interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility among all members of the class. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults
2b: Establishing a Culture for Learning <ul style="list-style-type: none"> • Importance of Learning • Expectations for Learning • Student Persistence • Student Ownership of Learning 	The teacher creates a classroom culture that reflects a lack of teacher and/or student commitment to learning. The teacher fosters a culture in which there is little or no investment of student energy into the task at hand. The teacher does not convey that practice or perseverance is expected or that it results in student success. The teacher's expectations for student learning are medium to	The teacher creates a classroom culture that reflects some teacher and/or student commitment to learning. The teacher fosters a culture in which there is some investment of student energy into the learning task at hand. The teacher conveys that student success is the result of natural or innate ability rather than practice and perseverance. Teacher conveys high learning	The teacher creates a classroom culture that reflects teacher and student commitment to learning. The teacher fosters a culture in which classroom interactions indicate learning and hard work. The teacher conveys that with practice and perseverance students can reach desired goals. Teacher conveys high learning expectations for all students. Students take some responsibility	The teacher creates a classroom culture that reflects a shared belief in the importance of learning and hard work. The teacher conveys high learning expectations for all students and develops structures that enable practice and perseverance for each individual student. Students assume responsibility for high quality work by persevering, initiating improvements,

	low, with high expectations reserved for only a few students. Students do not show interest in task completion or quality.	expectations for some students. Students indicate that they are interested in completion, rather than quality, of a task.	for their learning by indicating that they want to understand the content or master the skill rather than simply complete a task.	addressing critiques, making revisions, adding detail and/or helping peers.
2c: Managing Classroom Procedures <ul style="list-style-type: none"> • Management of Instructional Groups • Management of Transitions • Management of Materials and Supplies • Performance of Classroom Routines • Direction of Volunteers and Paraprofessionals 	Ineffective classroom routines and procedures lead to loss of much instructional time. The teacher's management of instructional groupings, transitions, and/or the handling of materials and supplies are ineffective, leading to disruption of learning. There is little evidence that students know or follow established routines. The teacher does not give volunteers and/or paraprofessionals clearly defined duties.	Partially effective classroom routines and procedures lead to loss of some instructional time. The teacher's management of instructional groupings, transitions, and/or the handling of materials and supplies are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines. The teacher assigns duties to volunteers and/or paraprofessionals during portions of class time.	Effective classroom routines and procedures lead to minimal loss of instructional time. The teacher's management of instructional groupings, transitions, and/or the handling of materials and supplies are consistent and effective with little disruption of learning. With minimal guidance and prompting, students follow established classroom routines. The teacher engages volunteers and/or paraprofessionals with clearly defined duties that support student learning.	Effective classroom routines and procedures maximize instructional time. The teacher orchestrates the environment so that students contribute to the management of instructional groupings, transitions, and/or the handling of materials and supplies without disruption of learning. Students follow classroom routines without the teacher's prompting. Teacher productively engages volunteers and/or paraprofessionals in tasks that make a substantive contribution to student learning and are well integrated into the classroom community.
2d: Managing Student Behavior <ul style="list-style-type: none"> • Expectations and Norms • Monitoring of Student Behavior • Fostering Positive Student Behavior • Response to Student Behavior 	Teacher has not established standards of conduct. Teacher engages in little to no monitoring of student behavior. Teacher does not use positive framing to model and reinforce appropriate behavior or redirect inappropriate student behavior. Teacher does not respond to students' inappropriate behavior, or the response is negative, repressive, and/or disrespectful.	Teacher has established standards of conduct, but there is inconsistent implementation so some student behaviors challenge the standards of conduct. Teacher inconsistently uses positive framing to model and reinforce appropriate behavior and redirect inappropriate student behavior. Teacher tries, with uneven results, to monitor student behavior. Teacher's response to students' inappropriate behavior is inconsistent and is sometimes disrespectful.	Teacher has established standards of conduct with consistent implementation so most students follow the standards of conduct most of the time. Teacher monitors student behavior against established standards of conduct. Teacher uses positive framing to model and reinforce appropriate behavior and redirect inappropriate student behavior. Teacher's response to students' inappropriate behavior is consistent, proportionate, respectful to students, and effective.	Teacher and students establish and implement standards of conduct. Students follow the standards of conduct and self-monitor their behaviors. Teacher's monitoring of student behavior is subtle and preventive. Teacher uses positive framing to model and reinforce positive behavior for individual students. Teacher's response to students' inappropriate behavior is sensitive to individual student needs and respects students' dignity.

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with Students <ul style="list-style-type: none"> • Standards-Based Learning Objectives 	Teacher neither clearly communicates standards-based learning objective(s) to students nor addresses their relevance to learning. Teacher's directions and	Teacher does not communicate the standards-based learning objective(s) to students or does not address their relevance to learning. Teacher clarifies	Teacher clearly communicates standards-based learning objective(s) to students and addresses their relevance to learning. Teacher clearly	Teacher clearly communicates standards-based learning objective(s). Teacher guides students to articulate the relevance of the objective(s) to

<ul style="list-style-type: none"> • Directions for Activities • Content Delivery and Clarity • Use of Oral and Written Language 	<p>procedures are confusing to students. Teacher's explanation of content is unclear or inaccurate; explanations do not connect with students' knowledge and experience. Teacher's spoken and written language is unclear and incorrect. Vocabulary is vague, incorrect, or inappropriate for the students' ages and levels of development, leaving students confused.</p>	<p>directions and procedures after initial student confusion. Teacher's explanation of content contains minor errors, and/or some portions are clear while other portions are difficult to follow; explanations occasionally connect with students' knowledge and experience. Teacher's spoken and written language is unclear or incorrect. Vocabulary is limited or inappropriate for the students' ages or levels of development.</p>	<p>communicates directions and procedures. Teacher's explanation of content is clear and accurate, and connects with students' knowledge and experience. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate for the students' ages and levels of development.</p>	<p>learning. Teacher clearly explains directions and procedures, and anticipates possible student misunderstanding. Teacher's explanation of content is thorough, accurate, and clear, enabling students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience; students contribute to extending the content by explaining concepts to their classmates. Teacher's spoken and written language is expressive, and builds on students' language development and understanding of content. Vocabulary is appropriate for the students' ages and levels of development; students contribute to the correct use of academic vocabulary.</p>
<p>3b: Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> • Low- and High-Level Questioning • Discussion Techniques and Explanation of Thinking • Student Participation 	<p>Teacher does not ask questions, or all questions are of low cognitive challenge, requiring only short, specific, right or wrong answers. Questions are not developmentally appropriate. Teacher does not require students to construct viable arguments. Questions are asked in rapid succession with no "wait time" for student processing and response. The discussion is irrelevant to the content under study or predominantly in the form of recitations, with the teacher mediating all questions and answers. Teacher accepts all contributions without asking students to explain or provide evidence for their thinking. Few students are listening and responding to questions</p>	<p>Teacher's questions lead students through a single path of inquiry where answers are seemingly pre-determined, with few high-level or open-ended questions. Questions are not always developmentally appropriate. Questions are asked with limited "wait time." Teacher attempts to create a discussion among students to engage with the content under study, with uneven results. Teacher sometimes requires students to provide evidence of their thinking or construct viable arguments based on evidence. Some students are listening and responding to questions and comments from their teacher or peers, and/or a few students dominate the discussion.</p>	<p>Teacher's questions are low- and high-level, open-ended, and developmentally appropriate, requiring student thinking, and promoting understanding. Teacher creates a genuine discussion among students, providing adequate "wait time" for students to engage with the content under study and stepping aside when doing so is appropriate. Teacher requires students to provide evidence of their thinking and construct viable arguments based on evidence. Most students are listening and responding to questions and answers from their teacher and peers. Teacher ensures that most voices are heard in the discourse.</p>	<p>Teacher uses a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition. Teacher's discussion techniques enable students to engage each other in authentic discussions about the content under study. Students formulate questions and challenge one another using viable arguments based on evidence. All students are listening and responding to questions and answers from their teacher and peers. Students themselves ensure that all voices are heard in the discourse.</p>

	and answers from either the teacher or peers.			
3c: Engaging Students in Learning <ul style="list-style-type: none"> • Alignment of Learning Objectives • Task and Text Complexity • Scaffolding and Differentiating Instruction • Pacing and Sequencing • Grouping 	Tasks do not align with standards-based learning objectives. Tasks and/or text require only rote responses, do not result in active engagement, and do not challenge student thinking. Teacher does not scaffold or differentiate instruction so that all students access complex, grade level, and/or developmentally appropriate text or tasks. The teacher's pacing of the lesson is too slow or rushed, and tasks are not sequenced to build students' depth of understanding. The teacher's grouping of students is unintentional and inhibits student mastery of the content/skills.	Tasks partially align with standards-based learning objectives. Tasks and/or text minimally challenge student thinking, and result in active engagement of only some students while allowing others to be passive or merely compliant. Teacher occasionally scaffolds and/or differentiates instruction so that only some students access complex, grade level, and/or developmentally appropriate text and/or tasks. The teacher's pacing of the lesson is partially appropriate, and/or tasks are partially sequenced to build students' depth of understanding. The teacher's grouping of students is intentional but does not lead to student mastery of the content/skills.	Tasks align with standards-based learning objectives. Tasks and text are complex and challenge student thinking, resulting in active engagement of most students. Teacher scaffolds and differentiates instruction so that most students access complex, grade-level and/or developmentally appropriate text and tasks. The teacher's pacing of the lesson is appropriate, and tasks are sequenced to build students' depth of understanding. The teacher's grouping of students is intentional and leads to student mastery of the content/skills.	Tasks align with standards-based learning objectives and are tailored so virtually all students are intellectually engaged in challenging content. Tasks and text are complex and promote student engagement through inquiry and choice. Students contribute to the exploration of content. Teacher scaffolds and differentiates instruction so that all students access complex, grade level, and/or developmentally appropriate text and/or tasks. The teacher's pacing of the lesson is appropriate, and tasks are sequenced not only to build students' depth of understanding, but also to require student reflection and synthesis of the learning. Teacher's grouping of students is intentional and students serve as resources for each other to achieve mastery of the content/skills
3d: Using Assessment in Instruction <ul style="list-style-type: none"> • Monitoring of Student Learning with Checks for Understanding • Assessment Performance Levels • Student Self Assessment • Feedback to Students 	Teacher does not use formative assessment, neither to check for completion of work nor to monitor progress and check for student understanding. Students cannot explain the criteria by which their work will be assessed and do not engage in self- or peer-assessment. Teacher's feedback is absent or of poor quality.	Teacher sometimes uses formative assessment to monitor progress toward student understanding of the learning objectives and/or teacher checks for completion of work rather than student understanding of the learning objectives. Students can explain some of the criteria by which their work will be assessed; few engage in self- or peer-assessment. Teacher's feedback is general and/or doesn't advance specific learning.	Teacher uses formative assessment during instruction to monitor progress and to check for student understanding of the learning objectives. Students can explain the criteria by which their work will be assessed; some of them engage in self- or peer-assessment. Teacher provides accurate and specific feedback to individuals and groups of students to advance learning.	Teacher fully integrates formative assessment into instruction, and uses it to monitor progress, and to check for understanding for individual students. Students can explain, and there is some evidence that they have contributed to, the criteria by which their work will be assessed. Students self- and peer-assess to monitor their progress. Teacher and students provide individualized feedback that is accurate, specific, and advances learning.
3e: Demonstrating Flexibility and Responsiveness	The teacher ignores students' questions, needs, learning styles and interests; when students have difficulty learning, the teacher	The teacher attempts to accommodate students' questions, needs, learning styles and interests during instruction and accepts	Teacher accommodates students' questions, needs, learning styles and interests during instruction. The teacher accepts responsibility for	Teacher seizes opportunities to enhance learning, building on a spontaneous world or local event and/or student interests.

<ul style="list-style-type: none"> • Response to Student Needs • Teacher's Persistence • Lesson Adjustment 	blames them or their home or the external environment for their lack of success. The teacher makes no attempt to adjust instruction during the lesson to meet student needs, even when students don't understand the content or have not mastered the skill.	responsibility for the success of all students. When formative assessments show a need for intervention or enrichment, teacher attempts to adjust instruction during the lesson, but impromptu adjustments are ineffective.	student learning and persists in seeking approaches for all students. When formative assessments show a need for intervention or enrichment, teacher makes effective impromptu adjustments to instruction.	Teacher persists in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. When formative assessments show a need for intervention or enrichment, teacher makes effective impromptu adjustments that individualize instruction for students.
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Domain 4: Professional Responsibility

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching and Learning <ul style="list-style-type: none"> • Effectiveness • Use in Future Teaching 	Teacher does not describe whether or not a lesson or unit was effective or achieved its objective, or teacher misjudges the success of a lesson or unit and its impact on student learning. Teacher is not able to analyze the aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher makes no suggestions about how practice could have been altered to improve the lesson or future similar lessons	Teacher accurately describes whether or not a lesson or unit was effective but does not describe the extent to which it achieved its objective or its impact on student learning. Teacher is able to analyze some aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher makes general suggestions about how a lesson could have been altered to improve the lesson or future similar lessons.	Teacher makes an accurate assessment of a lesson's or unit's effectiveness and the extent to which it achieved its objective and impact on student learning and can provide evidence to support the judgment. Teacher analyzes aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher makes specific suggestions about how a lesson could have been altered to improve the lesson or future similar lessons.	Teacher makes an accurate assessment of a lesson's or unit's effectiveness and the extent to which it achieved its objective and its impact on student learning, citing many specific examples and evidence. Teacher is able to analyze many aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher offers specific alternative practices, complete with the probable success of each aspect of practice could have improved the lesson or future similar lessons.
4b: Maintaining Accurate Records <ul style="list-style-type: none"> • Student Completion of Assignments • Student Progress in Learning • Non-Instructional Records 	Teacher has a disorganized system or no system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, resulting in errors and confusion.	Teacher has a rudimentary system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, requiring frequent monitoring to avoid errors.	Teacher has an organized system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, requiring little monitoring to avoid errors.	Teacher has a detailed system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, requiring no monitoring for errors. Students contribute information and participate in maintaining the records.
4c: Communicating with Families <ul style="list-style-type: none"> • Information and Updates about Grade 	Teacher does not communicate with families to inform them of class activities, to convey an individual student's progress, nor to solicit the family's	Teacher rarely communicates with families to inform them of class activities, to convey information about an individual student's progress,	Teacher regularly communicates with families in a two-way interactive manner to discuss class activities, individual student's progress, and to solicit	Teacher frequently communicates with families to convey information about class and individual activities, individual student's progress and to solicit

<p>Level Expectations and Student Progress</p> <ul style="list-style-type: none"> • Engagement of Families as Partners in the Instructional Program • Response to Families • Cultural Appropriateness 	<p>support in relationship to grade level expectations. Teacher does not engage families in the instructional program. Teacher does not respond to families' concerns, neither professionally nor in a timely manner. Teacher's communication with families is not conveyed in a culturally appropriate manner. Teacher's communication is one-way, not interactive. Teacher only communicates with families for behavioral concerns or about academic failure.</p>	<p>and/or to solicit the family's support in relationship to grade level expectations. Teacher engages families in the instructional program only for attendance at activities or events. Teacher sometimes responds to families' concerns in a professional and/or timely manner. Teacher's communication with families is not always appropriate to the cultural norms of students' families. Teacher's communication is interactive only when a family member initiates communication.</p>	<p>the family's support in relationship to grade level expectations. Teacher meaningfully engages families as partners in the instructional program (e.g. through classroom volunteering, working at home with their child, and involvement in class projects in and out of school). Teacher responds to families' concerns professionally and in a timely manner. Teacher's communication with families is appropriate to the cultural norms and needs of the students' families.</p>	<p>and utilize the family's support in student learning. Teacher meaningfully and successfully engages families as partners in the instructional program (e.g. through class and home volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops and training). Teacher responds to families' concerns professionally and in a timely manner, providing resources and solutions to address the concerns. Teacher's communication with families is sensitive to cultural norms and needs, with students contributing to the communication as appropriate.</p>
<p>4d: Growing and Developing Professionally</p> <ul style="list-style-type: none"> • Enhancement of Content Knowledge and Pedagogical Skill • Collaboration and Professional Inquiry to Advance Student Learning • Participation in School Leadership Team and/or Teacher Teams • Incorporation of Feedback 	<p>Teacher rarely, if at all, engages in professional growth activities to enhance content knowledge or pedagogical skill to improve practice. Teacher rarely meets and collaborates with colleagues or resists meeting and collaborating with colleagues. Teacher rarely, if ever, makes an effort to participate in team-based professional inquiry to advance student learning. Teacher does not volunteer to participate in a leadership and/or teaching team. Teacher resists feedback from colleagues or administrators and makes no effort to incorporate it to improve practice and advance student learning.</p>	<p>Teacher participates in required professional growth activities to enhance content knowledge or pedagogical skill to a limited extent and/or when it is convenient, using new knowledge inconsistently to improve practice. Teacher reluctantly meets to collaborate with colleagues, and reluctantly provides or accepts support to/from them. Teacher participates in team-based professional inquiry to advance student learning and participates in a leadership and/or teaching team only when invited. Teacher accepts feedback from colleagues and administrators with some reluctance, using feedback inconsistently to improve practice and advance student learning.</p>	<p>Teacher seeks opportunities for professional growth to enhance content knowledge and pedagogical skill and uses new knowledge to improve practice. Teacher regularly collaborates with and provides/receives support to/from colleagues. Teacher participates actively in team based professional inquiry that advances student learning and makes substantial contribution to the school leadership team and/or grade-level/ content/department teaching team. Teacher accepts and consistently uses feedback from colleagues and administrators to improve practice and advance student learning.</p>	<p>Teacher initiates opportunities for professional growth and makes a systematic effort to enhance content knowledge and pedagogical skill of self and colleagues. S/he uses new knowledge to improve practice of self and colleagues. Teacher invites meetings and initiates collaborations with colleagues. Teacher provides and accepts collegial support and feedback to/from colleagues. Teacher participates in and facilitates professional inquiry with school team to advance student learning and serves on a leadership and/or teaching team. Teacher welcomes and uses feedback from a variety of stakeholders (e.g. colleagues, administrators, students, parents, external education partners) to improve practice and</p>

				advance student learning.
4e: Demonstrating Professionalism <ul style="list-style-type: none"> • Integrity and Ethical Conduct • Advocacy • Decision-Making • Compliance with School and District Regulations • Attendance 	<p>Teacher does not hold student or required school information confidential, and is dishonest in professional and student/family interactions. The teacher is not alert to students' needs, contributes to practices that result in some students being ill-served, and does not ensure that students are prepared to succeed in school, college, career, and life. Teacher makes decisions and recommendations that are based on self-serving interests. Teacher does not comply with school and district regulations. Teacher does not have a responsible or professional attendance record.</p>	<p>Teacher holds student and required school information confidential, and is honest in professional and student/family interactions most of the time. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill-served. Teacher sometimes ensures students are prepared to succeed in school, college, career, and life. The teacher's decisions and recommendations are based on limited, though genuinely professional, considerations. Teacher complies minimally with school and district regulations, doing just enough to get by. Teacher has a minimally responsible or professional attendance record.</p>	<p>Teacher always holds student and required school information confidential, and displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students and works to ensure that all students receive a fair opportunity to succeed in school, college, career, and life. The teacher maintains an open mind in decision-making and helps ensure that such decisions are based on professional considerations. Teacher complies fully with school and district regulations. Teacher has a responsible and professional attendance record.</p>	<p>Teacher has the highest standards of integrity, always holds student and required school information confidential, and is honest in professional and student/family interactions. The teacher is proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices so that all students, particularly those traditionally underserved, are honored in the school and prepared for success in school, college, career, and life. Teacher takes a leadership role in decision-making for the school and helps ensure that such decisions are based on the highest professional considerations. Teacher complies fully and takes a leadership role with school and district regulations. Teacher has a responsible and professional attendance record.</p>

Attachment 3.B.2.

Evaluation Considerations for Special Education Teachers

Domain 1: Planning and Preparation

Component	Consideration for Special Education Practice
1a: Demonstrating Knowledge of Content and Pedagogy Knowledge of: <ul style="list-style-type: none"> • Content Standards Within and Across Grade Levels • Disciplinary Literacy • Prerequisite Relationships • Content-Related Pedagogy 	<ul style="list-style-type: none"> • Student IEPs will add clarity on how unit/lesson objectives align to the Common Core State Standards or other content area standards. • The teacher's knowledge of learning and behavior needs as well as pedagogy for teaching students with diverse learning needs will be apparent through the unit/lesson plan and/or discussion about planned instruction during the pre-observation conference. Special education teachers possess a unique lens through which access to content can be ensured for learners, and teachers should share this thinking with school administrators.

	<ul style="list-style-type: none"> Consider the appropriate co-teaching approach based on the demands of the Common Core State Standards or other content area standards that will be taught.
1b: Demonstrating Knowledge of Students Knowledge of: <ul style="list-style-type: none"> Child and Adolescent Development The Learning Process Students' Skills, Knowledge, and Language Proficiency Students' Interests and Cultural Heritage Students' Special Needs and Appropriate Accommodations/Modifications 	<p>Consider students' modes of communication with teachers, paraprofessionals, and other students in the class.</p> <ul style="list-style-type: none"> Consider Behavior Intervention Plans (BIPs) written to prevent or minimize occurrences of student misbehaviors. Consider how student learner profiles vary and utilize student IEPs – particularly the Language and General Considerations and the Present Level of Academic and Functional Performance sections – to inform discussion relative to this component.
1c: Selecting Learning Objectives <ul style="list-style-type: none"> Clarity of Objectives Sequence and Alignment of Objectives Balance of Objectives 	<ul style="list-style-type: none"> Instructional outcomes should align with IEP goals. Consider how the objectives being addressed are reflective of breadth (given the many grade and instructional levels of the students served) and depth (to assess and ensure access to the standards). Consider the way in which grade-level standards are addressed, and how students access grade-level content (i.e. what is the thinking around decisions made for teaching grade-level content and/or instructional-level content?). Review appropriately developed and rigorous aim lines⁶ that balance grade-level learning objectives with remediation of gaps in knowledge.
1d: Designing Coherent Instruction Design Incorporates: <ul style="list-style-type: none"> Knowledge of Students and Their Needs <ul style="list-style-type: none"> Learning Tasks Materials and Resources Instructional Grouping Lesson and Unit Structure 	<ul style="list-style-type: none"> Consider how students' learning styles and needs (e.g. information processing, learning style preference, adaptive skill development), as reflected in the IEP, are infused into the instructional program. Consider the way in which the tasks planned for the unit/lesson will allow students to meet the objectives and standards. Review which accommodations and/or modifications will be provided during the unit/lesson or in general. For teachers who utilize a co-teaching model, review which parts of the lesson include accommodations to meet the needs of students, in accordance with their IEPs and knowledge of students (Component 1b: Demonstrating Knowledge of Students). The infusion of Universal Design for Learning⁷ principles (including accommodations for students' access and response to the presentation as well as curricular modifications aligned to appropriate instructional targets for students who require a significantly modified curriculum) may be apparent in the unit/lesson plan. Note the differentiation of instruction for multiple grade/skill levels within the classroom setting, as necessary. Discuss the texts that will be used during the unit/lesson, if applicable, and why they were selected (e.g. complexity, purpose). Consider any additional supports that must be provided to students so they can access the content under study.

	<ul style="list-style-type: none"> • Review the instructional environment and how the environment will be used to support learning for students with various learner profiles. • Discuss thinking around intentional student grouping during instruction. • Share information about how paraprofessionals support students in the classroom and how they impact student learning. • If applicable, discuss the use of assistive technologies or augmentative communication devices within the environment and how they improve student learning. • If applicable, information about the Integration of sensory materials for students who struggle with sensory integration and the link to student learning may be helpful as well. • Share thinking about decisions made regarding the pacing of the lesson and/or unit.
1e: Designing Student Assessment <ul style="list-style-type: none"> • Congruence with Standards Based Learning Objectives • Levels of Performance and Standards • Design of Formative Assessments • Use for Planning 	<ul style="list-style-type: none"> • Share how planned assessment(s) will measure standards-based learning objectives beyond IEP goal attainment. • Consider how assessments are aligned to individual student learner profiles, IEPs (including goals and benchmarks), accommodations and, in some instances, curricular modifications. • Share how assessment design reflects a significantly modified curriculum aligned to the Common Core State Standards or other subject area standards. • Consider the integration of multiple pathways for students to demonstrate mastery of a particular skill, respond to classroom discussions, engage in collaborative exchanges, etc.

Domain 2: The Classroom Environment

Component	Considerations For Special Education Teacher Practice
2a: Creating an Environment of Respect and Rapport <ul style="list-style-type: none"> • Teacher Interactions with Students • Student Interactions with Other Students 	<ul style="list-style-type: none"> • Consider students' needs, including social/emotional/behavioral needs, social/emotional functioning, patterns of behavior, and behavior intervention plans. • Consider direct instruction provided by teacher as well as accommodations necessary to address students' social/emotional/behavioral needs.
2b: Establishing a Culture for Learning <ul style="list-style-type: none"> • Importance of Learning • Expectations for Learning • Student Persistence • Student Ownership of Learning 	<ul style="list-style-type: none"> • Consider students' current levels of independent functioning, including the ability to stay on task and persevere through frustration.
2c: Managing Classroom Procedures <ul style="list-style-type: none"> • Management of Instructional Groups • Management of Transitions • Management of Materials and Supplies 	<ul style="list-style-type: none"> • Share plans for how instructional support (data collection, supporting engagement with tasks, etc.) will be delivered with the paraprofessional assigned to the classroom and how support is infused into instruction. • Consider students' levels of functioning when observing their need for guidance and prompting through routines (e.g. some students require daily reminders to follow routines). • Consider utilization of paraprofessionals to create a classroom environment that is conducive to learning and provide instructional/individual student based supports.

<ul style="list-style-type: none"> • Performance of Classroom Routines • Direction of Volunteers and Paraprofessionals 	<ul style="list-style-type: none"> • Consider how individual students' needs may dictate management/pace of transitions (e.g. additional time may be required for transition from one task or activity to the next or additional time may be needed to complete assigned tasks).
2d: Managing Student Behavior <ul style="list-style-type: none"> • Expectations and Norms • Monitoring of Student Behavior • Fostering Positive Student Behavior • Response to Student Behavior 	<ul style="list-style-type: none"> • Consider Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) when gathering evidence related to student behavior. Teachers may wish to highlight aspects of FBAs and BIPs during the pre-observation conference. • Consider social/emotional/behavioral needs of students, including current social/emotional functioning, patterns of behavior, and behavior plans. • Consider students' communication needs and styles.

Domain 3: Instruction

Component	Considerations for Special Education Teachers Practice
3a: Communicating with Students <ul style="list-style-type: none"> • Standards-Based Learning Objectives • Directions for Activities • Content Delivery and Clarity • Use of Oral and Written Language 	<ul style="list-style-type: none"> • Communication modes may vary across settings. Some children may communicate utilizing augmentative communication devices, eye gaze, picture exchange systems, etc. During the pre- and post-observation conference it is important to talk through the varied ways that teachers and students communicate in the classroom by reviewing Sections 7 and 11 of the student IEPs. • Determine how the teacher or observer can tell if students are listening and following directions (e.g. eye gaze).
3b: Using Questioning and Discussion Techniques <ul style="list-style-type: none"> • Low- and High-Level Questioning • Discussion Techniques and Explanation of Thinking • Student Participation 	<ul style="list-style-type: none"> • In utilizing questioning techniques during a discussion, the teacher may allow students to use physical response to answer question via eye gaze, touch, pointing, picture cards, or using other appropriate communication. • Consider the various ways that the teacher facilitates discussions for students who may require intensive academic support to engage in meaningful discussions. For example, when facilitating a discussion with students, the teacher may present an extra choice (picture/symbol) for the students to choose from to increase complexity. • Consider the utilization of adequate wait time to increase student engagement
3c: Engaging Students in Learning <ul style="list-style-type: none"> • Alignment of Learning Objectives • Task and Text Complexity • Scaffolding and Differentiating Instruction • Pacing and Sequencing • Grouping 	<ul style="list-style-type: none"> • Structured choice/break times may be embedded in the visual schedule to address sensory needs of students and increase time on task. School administrators and teachers may wish to discuss rationale for scheduled breaks during the pre- or post-observation conferences. • Share how developmentally-appropriate learning tasks based upon student age are infused into instructional practice and utilized to ensure that all students are engaged in tasks that are respectful of students' ages. • Look for instruction and tasks provided by teacher as well as accommodations and modifications to address students' social/emotional/behavioral needs. • If the classroom observer cannot discern the intention behind grouping methods selected during the observation, the teacher may provide information about the grouping method(s) chosen for the unit/lesson during the pre- or post-observation conference. For example, a lesson taught to a whole group may be the best grouping method for the students and

	<p>content under study, and the teacher can share his/her thinking about that during one of the conferences.</p> <ul style="list-style-type: none"> Consider the targeted supports given to individual students or groups of students based on their identified needs.
3d: Using Assessment in Instruction <ul style="list-style-type: none"> Monitoring of Student Learning with Checks for Understanding Assessment Performance Levels Student Self-Assessment Feedback to Students 	<ul style="list-style-type: none"> Consider the use of universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s) as well as multiple means of representing the assessment or tasks.
3e: Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none"> Response to Student Needs Teacher's Persistence Lesson Adjustment 	<p>---Same as Other Content Areas---</p>

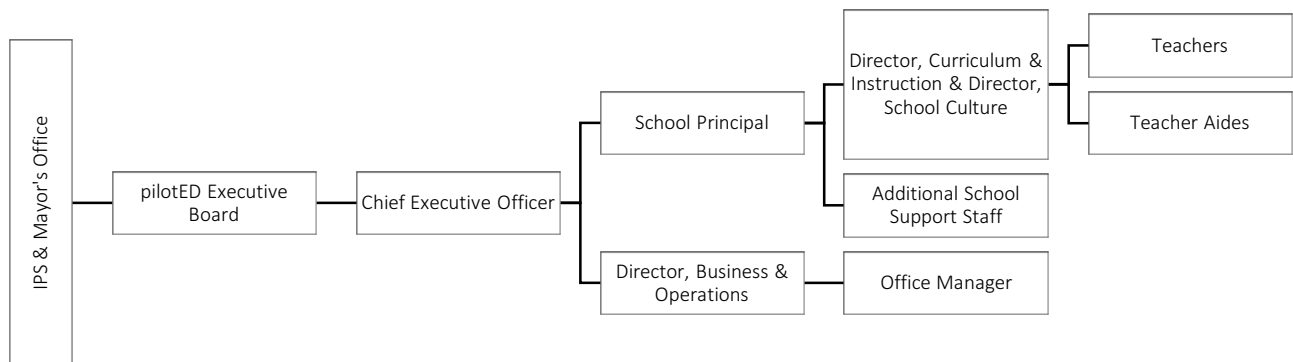
Domain 4: Professional Responsibilities

Component	Considerations for Special Education Teachers Practice
4a: Reflecting on Teaching and Learning <ul style="list-style-type: none"> Effectiveness Use in Future Teaching 	<p>---Same as Other Content Areas---</p>
4b: Maintaining Accurate Records <ul style="list-style-type: none"> Student Completion of Assignments Student Progress in Learning Non-Instructional Records 	<ul style="list-style-type: none"> Best practice calls for student IEP goals to be drafted and circulated at least ten days prior to the IEP meeting. Examples of records that are especially important for special education teachers are IEPs, consultation logs, progress toward IEP goals, etc. It is important to maintain student confidentiality in all phases of record management
4c: Communicating with Families <ul style="list-style-type: none"> Information and Updates about Grade Level Expectations and Student Progress Engagement of Families as Partners in the Instructional Program Response to Families Cultural Appropriateness 	<ul style="list-style-type: none"> Conversations with parents should reflect empathic understanding of student need.
4d: Growing and Developing Professionally	<ul style="list-style-type: none"> Collaboration could incorporate diverse learner/disability awareness professional development for colleagues.

<ul style="list-style-type: none"> • Enhancement of Content Knowledge and Pedagogical Skill • Collaboration and Professional Inquiry to Advance Student Learning • Participation in School Leadership Team and/or Teacher Teams • Incorporation of Feedback 	<ul style="list-style-type: none"> • It's important for all teachers, and especially special education teachers, to collaborate with their general education colleagues to ensure students' needs are met.
<p>4e: Demonstrating Professionalism</p> <ul style="list-style-type: none"> • Integrity and Ethical Conduct • Advocacy • Decision-Making • Compliance with School and District Regulations • Attendance 	<p>---Same as Other Content Areas---</p>

Attachment 3.C.1.

pilotED Organizational Chart



Attachment 3.C.2.

Executive Board Organizational Information

**BYLAWS OF
pilotED Schools Inc.
(an Indiana nonprofit corporation)**

ARTICLE I: NAME AND CORPORATE PURPOSES

Section 1.1 — GENERAL PURPOSES

The name of the corporation shall be pilotED Schools Inc. The purposes for which pilotED Schools Inc., an Indiana nonprofit corporation (the "Corporation"), is organized are:

1. To operate exclusively for charitable, educational, religious or scientific purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (or the corresponding provision of any future United States Internal Revenue Law) (the "Code"); and
2. Subject to, and within the limits of the purpose set forth in paragraph 1 above, the Corporation's purpose is also to prepare elementary-aged students within an academic charter school setting.

Section 1.2 — STATEMENT OF NONDISCRIMINATION

The Corporation shall not directly or indirectly discriminate against any person or organization because of race, color, gender, age, religion, disability, national origin, ancestry, marital status, sexual preference, parental status, military discharge status or source of income.

Section 1.3 — POWERS AND LIMITATIONS

1. The Corporation is organized and shall be operated as a nonprofit corporation exclusively for charitable, educational and scientific purposes, and may make distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Code. Notwithstanding the foregoing or any other provision of the Articles or these Bylaws of the Corporation:
 - a. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its Directors, Officers or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Section 1 above, and no Director or Officer of the Corporation or any private individual shall be entitled to share in any distribution of any of the assets of the Corporation upon its dissolution above.
 - b. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting, to influence legislation (except to the extent permitted pursuant to an election made under Section 501(h) of the Code), and the Corporation shall not participate or intervene (including the publishing or distribution of statements) in any political campaign on behalf of, or in opposition to, any candidate for public office; nor shall the Corporation engage in any activities that are unlawful under applicable federal, state or local laws.
 - c. The Corporation shall not carry on any activities not permitted to be carried on (i) by a corporation exempt from federal income tax and described in Section 501(c)(3) of the Code or (ii) by a corporation contributions to which are deductible under Section 170(c)(2) of the Code.

Section 1.4 — PRINCIPAL OFFICE

The Corporation shall continuously maintain in the State of Indiana a registered office and a registered agent whose office is identical with such registered office. The Corporation may have other offices within or without the state and need not be identical with the principal office in the State of Indiana. The address of the registered office and registered agent may be changed from time to time by the Board of the Corporation (the “Board”). The initial registered office of the Corporation shall be at 2308 The Springs Drive, Unit 104, Indianapolis, IN 46260 and the name of the initial registered agent shall be Jacob Allen.

ARTICLE II: MEMBERSHIP

There shall be no members of the Corporation, and the Corporation shall be governed by a self-perpetuating Board.

ARTICLE III: BOARD OF DIRECTORS

Section 3.1 — GENERAL POWERS

The affairs and overall policy of the Corporation shall be administered by, and under the supervision of, the Board. The members of the Board (the “Directors”) need not be residents of the State of Indiana.

Section 3.2 — NUMBER AND TENURE

The number of Directors shall initially be five (4). The number of Directors may be fixed or changed from time to time, within a minimum of three (3) and a maximum of eleven (11), if by resolution of the Board without amendment to these Bylaws. The Chief Executive Officer (the “CEO”) and Chief Academic Officer (the “CAO”) of the Corporation, shall be ex-officio non-voting members of the Board for purposes of notice and quorum but shall not be elected for terms as Directors and shall not count towards the minimum or maximum number of Directors for purposes of this Article III. The Board may, from time to time, by amendment of these Bylaws, change the minimum and maximum number of Directors, but in no case shall the minimum number of Directors be less than three. Directors shall be elected annually by the Board of Directors to hold office for three year terms unless otherwise stated in the resolutions affecting such election. Each year, approximately one-third of the Directors shall be elected on a rolling basis.

Section 3.3 — QUALIFICATIONS

Those who seek to be Directors of the Corporation must abide in all respects with the corporate policies set forth in these Bylaws and must characterize personal commitment to the values of the Corporation.

Section 3.4 — QUORUM

A majority of the total number of authorized Directors shall constitute a quorum for the transaction of business. The vote of a majority of Directors present at a meeting at which a quorum is present shall be the act of the Board.

Section 3.5 — ELECTION

Directors shall be elected at the annual meeting of the Board. Directors shall be elected by a majority vote of the Directors present at such meeting, provided that there is a quorum present. Each Director so elected shall serve a term beginning on the date of his or her appointment. Each Director shall hold office until the first of the following to occur: (i) his or her successor shall have been duly elected and shall have qualified; (ii) his or her death or disability; (iii) he or she shall resign in writing; or (iv) he or she shall have been removed in the manner hereinafter provided.

Section 3.6 — RESIGNATION AND REMOVAL

Any Director may resign at any time by giving written notice to the Chair of the Board. Such resignation, which may or may not be made contingent on formal acceptance, shall take effect on the date of receipt or at any later time specified therein; provided, however, that if such resignation would cause the number of Directors to be less than the minimum as provided in Article III, such resignation shall not be effective until a successor Director is elected by the Board. Any member of the Board may be removed with or without cause at any time by resolution adopted by a two-thirds (2/3) vote of the Board via a secret ballot.

Section 3.7 — VACANCIES

Notwithstanding Section 3.5 above, any vacancy occurring in the Board, including, without limitation, a vacancy by reason of an increase in the number of Directors and a vacancy as a result of the resignation or removal of a Director, shall be filled by the Board as soon as is practicable and shall require approval by a majority vote of the remaining Directors. A Director so elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office. If a vacancy is filled pursuant to this Section and there is no applicable predecessor in office, then the new Director's term shall be concurrent with the term of the upcoming Board election conducted pursuant to Article III.

Section 3.8 — DIRECTORS

Members of the Board:

- i. Shall receive no payment of honoraria, excepting reimbursement for expenses incurred in performance of voluntary Corporation activities in accordance with Corporation policies.
- ii. Shall serve the Corporation with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with the Corporation.
- iii. All participants in Board work are bound by the Conflict of Interest Policy statements.
- iv. Shall have no direct or indirect financial interest in the assets or leases of the Corporation; any Director who individually or as part of a business or professional firm is involved in the business transactions or current professional services of the Corporation shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.

Section 3.9 — ACTIONS BY DIRECTORS

Except as provided by applicable law, these Bylaws or the Articles of Incorporation of the Corporation (the "Articles"), any decision, action, approval or consent required or permitted to be taken by the Board may be taken

by the Directors only (i) with approval by a majority of the votes by Directors present at a meeting at which a quorum is present, or (ii) by unanimous written consent.

Section 3.10 — ANNUAL AND REGULAR MEETINGS

The annual meeting of the Board, beginning with the year 2017, shall be held without other notice than this Bylaw on the first Saturday in August of each year at the office of the Corporation, or at such other place and at such time as may be determined by the Board. The Board may provide by resolution the time and place, either within or without the State of Indiana, for the holding of additional and regular meetings of the Board, without other notice than such resolution. In any event, the Board shall hold at least three (3) regular meetings, not including the annual meeting in a fiscal year. All annual and regular meetings shall be noticed and be open to the public in a manner necessary to comply with the Indiana Open Door Law, to the extent that such law applies to the Corporation or its specific actions.

Section 3.11 — SPECIAL MEETINGS

Special meetings of the Board may be called at any time by the Chair, and shall be called upon the written request of a majority of the Directors. Notice of the date, time, place and purpose of a special meeting shall be sent by the Secretary to each Director at such time that, in regular course, such notice would reach him or her at least 48 hours prior to the meeting. At any meeting at which all Directors are present, notice of the date, time, place and purpose thereof shall be deemed waived; and notice may be waived (either before, during, or after the time of the meeting), by absent Directors. In lieu of the notice required by this Section, a Director may sign a written waiver of notice before, during, or after such meeting.

Section 3.12 — PARTICIPATION AT MEETINGS

Directors may participate in and act at any meeting of the Board of Directors through the use of a conference telephone or other communications equipment by means of which all persons participating in the meeting can communicate with each other. Participation in such meeting shall constitute attendance and presence in person at the meeting of the person or persons so participating.

ARTICLE IV: COMMITTEES

Section 4.1 — COMMITTEES

The Board shall have power to appoint committees, comprised of a minimum of two members, for the purpose of conducting certain aspects of the corporate business not otherwise delegated. Committees may not act on behalf of, and have no authority to bind, the Corporation. The designation of such committees shall not operate to relieve the Board, or any individual Director, of any responsibility imposed upon it, her or him by law. The Chair or the Chairperson of any committee may create an ad hoc committee or sub-committee. The creation, purpose and membership of any such ad hoc committee or subcommittee shall be reported to the Board. Each committee may adopt rules for its own governance not inconsistent with these Bylaws or with rules adopted by the Board.

Section 4.2 — GOVERNANCE COMMITTEE

There shall be a standing nominating committee, known as Governance Committee. The Governance Committee shall be composed of at least three (3) persons recommended by the Chair and elected by the Board at its annual meeting. Each Governance Committee member shall serve an indefinite term, unless otherwise voted upon by the Board. The Governance Committee shall elect its own chair. The Governance Committee is commissioned by and responsible to the Board to assume the primary responsibility for matters pertaining to Board recruitment, nominations, orientation, training, and evaluation in accordance with these Bylaws as well as established policies and practices approved by the Board.

Section 4.3 — FINANCE COMMITTEE

There shall be a standing finance and budget committee, known as the Finance Committee. The Finance Committee provides financial oversight of the Corporation and ensures that the school operates in a fiscally responsible way at

all times. Each Finance Committee member shall serve an indefinite term, unless otherwise voted upon by the Board. The Finance Committee shall have the Treasurer as its chair. The Finance Committee is commissioned by and responsible to the Board. It is responsible for working with the CEO and his or her designees to create the upcoming fiscal year budget; presenting budget recommendations to the Board; monitoring implementation of the approved budget on a regular basis and recommending proposed budget revisions; recommending to the Board appropriate policies for the management of the Corporation's assets. The Finance Committee shall be assisted by the CEO.

Section 4.4 — ACADEMIC EXCELLENCE COMMITTEE

There shall be a standing Academic Excellence committee. The Academic Excellence Committee is commissioned by and responsible to the Board to assume the primary responsibility for working with the CEO and CAO to define academic excellence, ensure that all Directors know the charter promises that were made to the community and the authorizer and to devise clear and consistent measures to monitor these goals.

Section 4.5 — DEVELOPMENT COMMITTEE

At the Board's discretion, a standing or ad hoc fundraising oversight committee known as the Development Committee may be created. The Development Committee would be commissioned by and responsible to the Board to assume the primary responsibility for raising non-grant funds to support the Corporation's mission.

ARTICLE V: OFFICERS AND AGENTS

Section 5.1 — OFFICERS

The Officers of the Corporation shall consist of a Chair, the CEO, the CAO, a Secretary and a Treasurer, and may also include a Vice Chair and such other Officers as may be deemed necessary or desirable by the Board, each of whom shall be elected or appointed by the Board. A person may serve in more than one Officer Capacity, but there must at all times be at least two different people serving as Officers of the Corporation. Such Officers shall have the authority and perform the duties prescribed, from time to time, by the Board. The CEO and the CAO will be advisory, non-voting members of the Board (ex officio).

CHAIR

The Chair shall convene, and preside at, regularly scheduled Board meetings, and shall arrange for other members of the Board to preside at each meeting. The Chair shall concentrate on the business affairs of the Corporation and bring to the attention of the Board any matter that he or she believes requires the attention or action of the Board. In general, the Chair shall perform such duties as from time to time may be prescribed by the Board or these Bylaws.

VICE CHAIR

The Vice Chair, if any, shall assume all the duties and powers of the Chair in his or her absence or inability to serve. The Vice Chair shall assume such additional duties as the Board may designate.

SECRETARY

The Secretary shall: (a) be responsible for the keeping of the minutes of the Board and committee meetings in one or more books provided for that purpose and shall submit such minutes to the Board within thirty (30) days of such meeting; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records, including, but not limited to, keeping a register of the post office address of each Director, which shall be furnished to the Secretary by each Director; (d) have the authority to certify the Bylaws, resolutions of the Board and Committees thereof, and other documents of the Corporation as true and correct copies thereof; and (e) in general, discharge all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the Chair or by the Board.

TREASURER

The Treasurer shall: (a) oversee that the Corporation maintains adequate financial books; (b) oversee the regular books of account of the Corporation, and make them available for inspection to the Directors; (c) render to the Board from time to time as may be required of him or her, an account of the financial condition of the Corporation; (d) oversee all funds and securities of the Corporation; (e) oversee that the Corporation deposit all such moneys in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of these Bylaws; and (f) in general, discharge all duties incident to the office of Treasurer, and such other duties as may be assigned to him or her by the Chair or by the Board.

CHIEF EXECUTIVE OFFICER

The CEO is an advisory, ex officio non-voting member of the Board, and is the chief executive officer of the Corporation. He or she shall have such powers and discharge such duties as may be assigned to him or her from time to time by the Board. The term of office of the CEO shall be such term as set by the Board. The annual salary paid to the CEO shall be determined by the Board.

CHIEF ACADEMIC OFFICER

The CAO is an advisory, ex officio non-voting member of the Board, and is the chief academic officer of the Corporation. He or she shall have such powers and discharge such duties as may be assigned to him or her from time to time by the Board. The term of office of the CAO shall be such term as set by the Board. The annual salary paid to the CAO shall be determined by the Board in collaboration with the Treasurer.

Section 5.2 — DELEGATION OF AUTHORITY

In the event that the office of the Chair becomes vacant, the Vice Chair shall become Chair for the unexpired portion of the term or until the Chair is replaced. If there is no Vice Chair, then the Secretary, followed by the Treasurer, will fill the vacancy. In the event that the office of Secretary or Treasurer becomes vacant, the CEO shall appoint interim Officers to fill such vacant offices until a scheduled meeting of the Board can be held. In case of the absence of any Officer, or for any other reason that it may deem sufficient, the Board may either delegate the powers or duties of such Officer to any Director or employee of the Corporation for a time specified by the Board, or may eliminate some or all of such powers or duties of such Officer, provided a majority of the entire Board concurs therewith.

Section 5.3 — ELECTION AND TERM OF OFFICE

The Governance Committee shall present a slate of Officers to the Board. The nominated Officers shall be drawn from among the members of the Board. The election of Officers shall be held at the annual meeting of the Board. The Officers shall be elected by the Board for a term of one (1) year at a meeting of the Directors. If the election of Officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. Newly elected Officers shall take office following the close of the meeting at which they are elected. Each Officer shall hold office until the first of the following to occur: (i) his or her successor shall have been duly elected and shall have qualified; (ii) his or her death or disability; (iii) he or she shall resign in writing; or (iv) he or she shall have been removed in the manner hereinafter provided. Election or appointment of an Officer or agent shall not in itself create contract rights.

Section 5.4 — REMOVAL

Any Officer or agent may be removed by the Board whenever, in its judgment, the best interest of the Corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed.

Section 5.5 — VACANCIES

A vacancy in any office because of death, resignation, removal, disqualification or otherwise may be filled by the Board for the unexpired portion of the term.

ARTICLE VI: ADVISORY COUNCILS OR BOARDS

The Board may, from time to time, appoint advisory boards or special councils for specific purposes that do not require corporate action. The composition of such advisory groups may include persons with professional skills or special experience necessary to advise and inform the Board. Such advisory groups shall not have the authority to commit the Corporation to any legal contracts or agreements whether or not related to the business of the Corporation. The Board shall not lend “apparent authority” to such advisory groups, and all related corporate resolutions shall expressly limit the group’s authority in this respect.

ARTICLE VII: FINANCIAL POLICIES

Section 7.1 — FISCAL YEAR

The fiscal year of the Corporation shall be from July 1st to June 30th.

Section 7.2 — SALE OF ASSETS

A sale, lease, exchange, mortgage, pledge or other disposition of property or assets of the Corporation outside the normal course of business may be made by the Board upon such terms and conditions and for such consideration, which may consist in whole or in part of cash or property, real or personal, as may be authorized by the Board; provided, however, that a sale, lease, exchange or other disposition of all or substantially all the property and assets of the Corporation shall be authorized only upon receiving the affirmative vote of two-thirds (2/3) of the Directors then in office.

Section 7.3 — CONTRACTS

The Board may authorize any Officer or Officers, agent or agents, in addition to the Officers so authorized by these Bylaws, to enter into any contracts or execute and deliver any instrument in the name of, and on behalf of, the Corporation, and such authority may be general or confined to specific instances.

Section 7.4 — LOANS

No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board. Such authority may be general or confined to specific instances.

Section 7.5 — CHECKS, DRAFTS, ETC.

All checks, wire transfers, drafts or other orders for the payment of money, notes or other evidence of indebtedness issued in the name of the Corporation, shall be signed by such Officer or Officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board. The CEO is authorized to negotiate contracts for the purchase of goods or services in furtherance of the corporate objectives. Items exceeding \$5,000 shall require the signature of the Treasurer in addition to the signature of the CEO.

Section 7.6 — DEPOSITS

The Board may designate such fiscal agents, investment advisors and custodians to direct the management of the Corporation’s assets. The Board may at any time, with or without cause, discontinue the use of the services of any such fiscal agent, investment advisor or custodian.

Section 7.7 — GIFTS

The Board or the Chair may accept, on behalf of the Corporation, any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

ARTICLE VIII: INDEMNIFICATION OF DIRECTORS AND OFFICERS

The Corporation shall, to the fullest extent now or hereafter permitted by law, indemnify any person (and/or such person's estate) made, or threatened to be made, a party to any action or proceeding by reason of the fact that such person was an associate, Director, Officer or other agent of the Corporation, or of any other organization served by him or her in any capacity at the request of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, Officer, employee or agent of the Corporation, or who is or was serving at the request of the Corporation as a Director or Officer, against any liability asserted against such person and incurred by such person in any such capacity, or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify such person against such liability under the provisions of this Article.

ARTICLE IX: MISCELLANEOUS

Section 9.1 — TAX-EXEMPT ORGANIZATION

The Corporation shall function as an organization qualifying under Section 501(c)(3) of the Code.

Section 9.2 — NONPROFIT CORPORATION

The Corporation shall have all of the general powers set forth in the provisions of the Indiana Nonprofit Corporation Act of 1991, as amended, together with the power to solicit and receive grants, contributions and bequests for any corporate purpose and the power to maintain a fund or funds of real or personal property for any corporate purposes, provided, however, that the Corporation shall not have the power to engage in any activities which are not in furtherance of its purposes as set forth in Article I. The Corporation shall have the right to exercise such other powers as now are, or hereafter may be, conferred by law upon a corporation organized for the purposes hereinabove set forth or necessary or incidental to the powers so conferred, or conducive to the furtherance thereof.

Section 9.3 — GENERAL LIMITATIONS

The Corporation shall neither have nor exercise any power, nor shall it directly or indirectly engage in any activity, that would (a) prevent it from obtaining an exemption from Federal income taxation as a corporation described in Section 501(c)(3) of the Code, or (b) cause it to lose such exempt status. The Corporation shall not be operated for the purpose of carrying on a trade or business for profit.

Section 9.4 — PRIVATE FOUNDATION

If for any period the Corporation is a private foundation as defined in Section 509 of the Code, then during such period, the Corporation shall be subject to the following restrictions and prohibitions:

- a) The Corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Code.
- b) The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Code.
- c) The Corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Code.
- d) The Corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Code.
- e) The Corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Code.

Section 9.5 — DISSOLUTION

Upon dissolution or liquidation of the Corporation, the Board shall dispose of all remaining assets of the Corporation after paying or making provision for the payment of all of the liabilities of the Corporation (except any assets held upon condition requiring return, transfer or other conveyance in the event of dissolution, which assets shall be returned, transferred or conveyed in accordance with such requirements) exclusively for the purposes of the Corporation by transferring such assets to such organization or organizations organized and operated exclusively for charitable, scientific, or educational purposes and qualified as a tax exempt organization or organizations described

in Section 501(c)(3) of the Code, as the Board of the Corporation shall determine. Any of such assets not so disposed of shall be disposed of by the court of general jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for the purposes of the Corporation in such manner, or to such tax exempt organization or organizations described in Section 501(c)(3) of the Code, as said court shall determine.

Section 9.6 — EFFECT

The provisions of this Article shall be effective at all times, and notwithstanding merger, consolidation, reorganization, termination, dissolution or winding up of the Corporation, voluntarily or involuntarily, or by operation of law or any other provision hereof.

Section 9.7 — AMENDMENTS

The Articles and these Bylaws may be altered, amended or repealed, and new articles of incorporation and bylaws may be adopted by a two-thirds (2/3) majority of the Directors present at any regular meeting or any special meeting called for that purpose. Notice of the proposed amendment (including the suggested text of the change) shall be given in writing to all Directors at least fifteen (15) days before the meeting at which the vote thereon is to be taken, and shall identify the persons proposing the amendment.

Section 9.8 — SEVERABILITY

The invalidity or unenforceability of any provision in these Bylaws shall not affect the validity or enforceability of the remaining provisions.

ARTICLE X: BOOKS AND RECORDS

The Corporation, at its offices, shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board and committees, and shall keep a record of the names and addresses of all Board and committee members. All books and records of the Corporation may be inspected by a Director, or his or her agent or attorney at any reasonable time.

Articles of Incorporation

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
06/23/2017 03:53 PM

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
06/23/2017 03:53 PM

ARTICLES OF INCORPORATION

Formed pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991

ARTICLE I - NAME AND PRINCIPAL OFFICE ADDRESS

BUSINESS ID 201707011201852
BUSINESS TYPE Domestic Nonprofit Corporation
BUSINESS NAME PILOTED SCHOOLS INC
PRINCIPAL OFFICE ADDRESS 2308 The Springs Drive, Unit 104, Indianapolis, IN, 46260, USA

ARTICLE II - REGISTERED OFFICE AND ADDRESS

NAME Jacob Allen
ADDRESS 2308 The Springs Drive, Unit 104, Indianapolis, IN, 46260, USA

ARTICLE III - PERIOD OF DURATION AND EFFECTIVE DATE

PERIOD OF DURATION Perpetual
EFFECTIVE DATE 07/01/2017

ARTICLE IV - PRINCIPAL(S)

No Principal on record.

ARTICLE V - INCORPORATOR(S)

NAME Jacob C Allen
ADDRESS 2308 The Springs Drive, Unit 104, Indianapolis, IN, 46260, USA

ARTICLE VI - GENERAL INFORMATION

STATEMENT OF PURPOSE

The Corporation is organized and shall be operated as a not-for-profit corporation exclusively for charitable, educational and scientific purposes. Notwithstanding the foregoing or any other provision of these Articles or the Bylaws of the Corporation: (a) No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its directors, officers or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth above. (b) No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting, to influence legislation (except to the extent permitted pursuant to an election made under Section 501(h) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States revenue law (the "Code")), and the Corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of, or in opposition to, any candidate for public office. (c) The Corporation shall not carry on any activities not permitted to be carried on (A) by a corporation exempt from federal income tax and described in Section 501(c)(3) of the Code or (B) by a corporation contributions to which are deductible under Section 170(c)(2) of the Code.

TYPE OF CORPORATION

Public benefit corporation, which is organized for a public or charitable purpose

WILL THE CORPORATION HAVE MEMBERS?

No

DISTRIBUTION OF ASSETS

Upon dissolution or liquidation of the Corporation, the Board of Directors of the Corporation shall dispose of all remaining assets of the Corporation after paying or making provision for the payment of all of the liabilities of the Corporation (except any assets held upon condition requiring return, transfer or other conveyance in the event of dissolution, which assets shall be returned, transferred or conveyed in accordance with such requirements) exclusively for the purposes of the Corporation by transferring such assets to such organization or organizations organized and operated exclusively for charitable, scientific, or educational purposes and qualified as a tax-exempt organization or organizations described in Section 501(c)(3) of the Code, as the Board of Directors of the Corporation shall determine. Any of such assets not so disposed of shall be disposed of by the court of general jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for the purposes of the Corporation in such manner, or to such tax-exempt organization or organizations described in Section 501(c)(3) of the Code, as said court shall determine.

SIGNATURE

THE SIGNATOR(S) REPRESENTS THAT THE REGISTERED AGENT NAMED IN THE APPLICATION HAS CONSENTED TO THE APPOINTMENT OF REGISTERED AGENT.

THE UNDERSIGNED, DESIRING TO FORM A CORPORATION PURSUANT TO THE PROVISIONS OF THE INDIANA NONPROFIT CORPORATION ACT, EXECUTE THESE ARTICLES OF INCORPORATION.

IN WITNESS WHEREOF, THE UNDERSIGNED HEREBY VERIFIES, SUBJECT TO THE PENALTIES OF PERJURY, THAT THE STATEMENTS CONTAINED HEREIN ARE TRUE, THIS DAY **June 23, 2017**

SIGNATURE Jacob Allen
TITLE Incorporator

IRS Determination Letter

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **MAY 18 2015**

PILOTED
1235 W ADDISON ST
CHICAGO, IL 60613

Employer Identification Number:
47-3463644
DLN:
17053213416034
Contact Person:
SENIA LUK ID# 31523
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(4)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
July 3, 2014
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,



Director, Exempt Organizations

Letter 947

JACOB ALLEN

Professional Experience

CEO & Co-Founder | **pilotED Schools** | *Chicago & Indianapolis*
2013-Present

Fellow | **The Mind Trust** | *Indianapolis*
2017-Present

Fellow | **NewSchools Venture Fund** | *San Francisco*
2016-Present

Fellow | **Echoing Green** | *New York City*
2016-Present

Elementary Educator | **Teach For America** | *Chicago*
2013-2015

Director of Communications | **State of Washington** | *Seattle*
2011-2013

Educational Background

Executive Program: Nonprofit Management | **Kellogg School of Management- Northwestern University** | 2016

Graduate Certification: Charter School Policy, Finance, & Administration | **UCLA** | 2017

Bachelor of Arts: Society, Ethics, & Human Behavior | **University of Washington** | 2011

Professional Activities

Regional Strategy Board Member | **Leadership for Educational Equity (LEE)** | Chicago
Entrepreneurship Coach & Annual Judge | **Kellogg School of Management- Global Engagement Summit** | Chicago
Development Team Assistant | **Teach for America** | Chicago
Statewide Youth President & Community Advocate | **NAACP of Wisconsin** | Milwaukee
High School Mentor | **iMentor** | Chicago

Professional References

Carli Gribov | Managing Director, Recruitment at Teach for America- National | Former Instructional Coach
carli.gribov@teachforamerica.org

Aaron Walker | Chief Executive Officer, Camelback Ventures | Entrepreneurial Coach & Mentor
aaron@camelbackventures.org

Britta Dahlberg | Instructional Math Lead, Alain Locke Charter School | Former Educator Colleague

dahlbergbj@vvsd.org
Mayor's Office of Education Innovation
200 E. Washington St.
Indianapolis, IN 46204

August 7, 2016

Dear Mr. Ahmed Young,

I am serving as the Chief Executive Officer of pilotED Schools, Inc, which seeks to open a new K-8 school in Indianapolis which is centered around social identity development, civic engagement, and academic excellence. Per your request, this memorandum highlights the knowledge and experience I bring to the board and indicates any potential conflicts of interest I might have.

Experience:

- Served in **founding leadership roles** at both pilotED's after-school organization in Chicago and at the NAACP of Wisconsin;
- Served as a **founding board member** at pilotED's after-school organization in Chicago;
- Served on regional **nonprofit strategy boards** at both Leadership for Educational Equity- Chicago and the NAACP of Wisconsin;
- Received **charter school administrative & leadership certification** from UCLA;
- Published and adopted **research-based instructional models** as an undergraduate lecturer at the University of Washington.

Conflicts of Interest:

- I am not aware of any potential conflicts of interest that would prohibit me from serving as a board member at pilotED Schools, Inc.

If you have any questions or comments, please do not hesitate to reach out to me at jacob@pilotED.org

Thank You,



Jacob Allen

MARIE DANDIE

Professional Experience

School Principal & Co-Founder | **pilotED Schools** | *Chicago & Indianapolis*
2013-Present

Assistant Principal | **Global Prep Academy** | *Indianapolis*
2017-Present

Fellow | **The Mind Trust** | *Indianapolis*
2017-Present

Fellow | **Thomas B. Fordham Institute** | Washington DC
2014

Elementary Educator | **Teach For America** | Chicago
2013-2016

Substitute Teacher | **Fairfax County Public Schools** | Fairfax
2012-2013

Lead Field Organizer | **Organizing For America** | Washington DC
2012

Educational Background

National Principals Academy | **Relay Graduate School of Education** | 2017

School Leadership | **Kellogg School of Management- Northwestern University** | 2016

Bachelor of Arts: Entrepreneurship | **Central Michigan University** | 2011

Professional Activities

Regional Team Member | **Leadership for Educational Equity (LEE)** | Chicago
Volunteer | **Obama For America** | Washington DC
Intern | **Congressman Gerald Connolly- Virginia** | Washington DC

Professional References

Tiffany Williams | School Leader | Former School Leader
twilliams@catalystschools.org

Kelly Bies | MBA Candidate, Georgetown School of Business (McDonough)| Former Colleague
kelly.bies2@gmail.com

Dr. Lynda Williams | Principal Supervisor and Leadership Coach | Former Leadership Coach
lynwwilliams@gmail.com
Mayor's Office of Education Innovation
200 E. Washington St.
Indianapolis, IN 46204

August 7, 2016

Dear Mr. Ahmed Young,

I am serving as the Founding Principal of pilotED Schools, Inc, which seeks to open a new K-8 school in Indianapolis which is centered around social identity development, civic engagement, and academic excellence. Per your request, this memorandum highlights the knowledge and experience I bring to the board and indicates any potential conflicts of interest I might have.

Experience:

- Served as **Assistant Principal** at one of Indianapolis' newest schools, Global Prep Academy, under Mariama Carson;
- Studied **best principal & leadership practices** at Relay's Graduate School of Education;
- Served in a **founding leadership role** and as a **founding board member** at pilotED's after-school organization in Chicago;
- Served as a regional **organizing lead director** at Organizing for America in Washington DC.

Conflicts of Interest:

- I am not aware of any potential conflicts of interest that would prohibit me from serving as a board member at pilotED Schools, Inc.

If you have any questions or comments, please do not hesitate to reach out to me at jacob@pilotED.org

Thank You,



Marie Dandie

M. Ashley A. Garry

1309 Spruce Street | Indianapolis, IN 46203 | ashley_garry@lilly.com | 317.430.8704

EDUCATION

- Cornell Law School, *Juris Doctor*** (Concentration in Advocacy) May 2011
- *Cornell Journal of Law and Public Policy*, Executive Editor, Vol. 20
- The Citadel, *Bachelor of Arts*** (Political Science) May 2003
- The Citadel Honors Program

EXPERIENCE

- Eli Lilly and Company, Indianapolis, IN** May 2016 – Present
Counsel – Litigation and Legal Compliance
- Manage global products liability and commercial litigation matters including class action, antitrust, and Lanham Act disputes.
 - Provide strategic litigation counsel to Lilly's global affiliates.
 - Provide proactive counsel to legal colleagues and business unit leaders by leveraging lessons learned from litigation matters.
 - Forecast and manage litigation forecasts and spend.
- Nelson Mullins Riley & Scarborough, LLP, Washington, DC** July 2013 – Present
Litigation Associate
- Craft legal arguments based on research and analysis of legal and factual issues; draft memoranda and motions.
 - Represent pharmaceutical manufacturers in multi-district litigation (MDL); draft memoranda evaluating use of medical literature in defense against claims.
 - Prepare deposition outlines and exhibits for use in questioning opposing expert witnesses.
 - Resolve e-discovery issues; draft memoranda explaining client responsibilities regarding document preservation duties and effective litigation holds.
- The Honorable Jean Hoefer Toal, Chief Justice of the South Carolina Supreme Court, Columbia, SC** August 2011 – July 2013
Law Clerk and Legislative Liaison
- Review briefs, conduct legal research, and draft bench memoranda for all members of the Court explaining key issues for each case and providing a recommended ruling.
 - Draft opinions and orders to reflect the Court's decisions and holdings.

PUBLICATIONS

John D. Martin, Renee S. Dankner, Ashley Garry, *Integrating Electronic Communications & Information Governance*, DRI E-Discovery Connection (May 2014).

BAR ADMISSIONS

South Carolina | District of Columbia | Indiana (Business Counsel License)

Mayor's Office of Education Innovation
200 E. Washington St.
Indianapolis, IN 46204

August 7, 2016

Dear Mr. Ahmed Young,

I am serving as the Chief Executive Officer of pilotED Schools, Inc, which seeks to open a new K-8 school in Indianapolis which is centered around social identity development, civic engagement, and academic excellence. Per your request, this memorandum highlights the knowledge and experience I bring to the board and indicates any potential conflicts of interest I might have.

Experience:

- Practicing attorney with experience in general defense litigation, including personal injury, and issues related to directors and officers liability.
- Successfully represented foster parent in contested adoption case in the Superior Court of Washington DC Family Court.
- Conducted pro bono research with Education Counsel LLC, on behalf of certain DC charter schools, to provide guidance on Individualized Differentiated Education Plans.
- Served as member of Indianapolis Bar Foundation Impact Fund Committee.

Conflicts of Interest:

- I am not aware of any potential conflicts of interest that would prohibit me from serving as a board member at pilotED Schools, Inc

If you have any questions or comments, please do not hesitate to reach out to me at ashley_garry@lilly.com

Best,

A. Garry

Ashley Garry
Counsel, Eli Lilly & Company
Board Chair, pilotED Schools Inc.

Carolyn E. Welch

Attorney-at-Law

P.O. Box 343 | Glenview, IL 60025 | 847.736.7853 | carolynwelch@comcast.net

EXPERIENCE

Law Office of Carolyn E. Welch, Glenview, IL

Solo Practitioner, 2005 – Present

- Counsel clients establishing for-profit and not-for-profit entities; draft organizational and governance documents, articles of incorporation, bylaws, operating agreements, consents and board resolutions.
- Represent clients in residential real estate transactions, guardianship and probate matters.

Education Law Project Pro Bono Panel, Legal Assistance Foundation of Chicago, 2013 – Present

- Represent low-income disabled students and their families to help ensure that their educational needs are met at school proceedings, IEP meetings, and due process hearings.

Midwest Center for the Gifted, Des Plaines, IL

Chairman and Board Trustee, 2013 – Present

- Partner with Loyola University and Rush Neurobehavioral Center in conducting a research study on executive functioning in gifted children; organize professional development conferences.
- Served as Board Secretary from 2014-2017; elected Chairman of the Board in June 2017.

Illinois Association for Gifted Children, Palatine, IL

Advocacy Committee Co-Chair, 2013-2014; State Initiatives Committee Member and Co-Chair, 2015 – Present

- Conduct legislative advocacy at the state and federal levels on behalf of high-ability students, particularly those from disadvantaged backgrounds; represent IAGC at Board of Education committee meetings and budget hearings, Congressional hearings and NAGC State Affiliates Conference.

Untapped Potential Project, Chicago, IL

Senior Advisor, 2016 – Present

- Advocate to improve education policy for low-income and underserved students, including collaborating with the Illinois Association for Gifted Children to pass the Untapped Potential Act and the Acceleration Act; provide consulting services and co-author articles.

National Association for Gifted Children, Washington, DC

Parent Editorial Content Advisory Board Member, 2014 – Present

- Edit articles for the NAGC publication, *Parenting for High Potential*; authored the piece, “Every Student Succeeds Act: New Legislation Creates Opportunities for Parent Advocates.”

DIRECT SCHOOL INVOLVEMENT

Science & Arts Academy, Des Plaines, IL

Science Olympiad Coach, 2014 – Present

- Lead year-round weekly practices in science events to prepare students for competitions.

President of Family & School Association, Science & Arts Academy Board Member, 2013 – 2014

- Organized and ran school events, issued regular schoolwide communications, managed volunteers, and collaborated with Board members, teachers, parents, and the Head of School.

West Northfield School District 31 Parent Teacher Club Executive Board, Glenview, IL

Vice President of School Activities, 2010 – 2012

- Developed and administered enrichment clubs and activities; led effort to prevent programming cuts.

EDUCATION

Georgetown University Law Center, Washington, DC – Juris Doctor, 2002

Binghamton University, Binghamton, NY – Bachelor of Arts in Philosophy, Politics and Law, 1998

Mayor's Office of Education Innovation
200 E. Washington St.
Indianapolis, IN 46204

August 8, 2016

Dear Mr. Young,

I am serving as the Treasurer and Board Member of pilotED Schools, Inc, which seeks to open a new K-8 school in Indianapolis which is centered around social identity development, civic engagement, and academic excellence. Per your request, this memorandum highlights the knowledge and experience I bring to the board and indicates any potential conflicts of interest I might have.

Experience:

- I have served on the boards of several education organizations, including Midwest Center for the Gifted, where I currently Chair the board after several years as Secretary, and Science & Arts Academy. I am also a member of the Parent Editorial Content Advisory Board of the National Association for Gifted Children. I have years of experience with completing annual legal filings, recording meeting minutes, keeping corporate record books, and complying with other nonprofit organization board requirements.
- As an attorney, I am experienced in drafting governance documents, bylaws, and board resolutions and I bring this knowledge to the pilotED board. I am also familiar with special education law through my work in representing disabled students and their families at IEP meetings and other school proceedings.
- I am passionate about improving education for all students, especially those who have been historically underserved. I have worked to pass legislation and bring about policy change for disadvantaged high-ability students through my advocacy work with the Illinois Association for Gifted Children and as a Senior Advisor to the Untapped Potential Project.

Conflicts of Interest:

- I am not aware of any potential conflicts of interest that would impact my role as pilotED board member.

Thank you,

A handwritten signature in cursive script, reading "Carolyn E. Welch". The ink is dark and the signature is fluid, with a large 'C' and 'W'.

Carolyn E. Welch, J.D.

David L. Spitz, CPA

Professional experience:

The Boeing Company, Senior Technical Accountant – Corporate Accounting Policy

Sep 2016 – present

- Provide technical accounting guidance and transaction diligence supporting Corporate Development activities for Boeing Commercial Airplanes and Boeing Global Services, including joint ventures with strategic partners.
- Provide ad-hoc analyses for functional currency determinations and financial statement modeling and consolidation.
- Apply technical knowledge of US GAAP across a wide range of business transactions and activities
- Resolved working capital dispute stemming from a prior divestiture for benefit to Boeing of \$400,000.

KPMG, Deal Advisory Senior Associate, Financial Due Diligence

May 2014—Aug 2016

- Assisted strategic corporate and private equity clients during M&A transactions by providing buy and sell-side financial due diligence services; including quality of earnings, working capital, strategic profitability, business performance, and financial projection analyses.
- Project experience included automotive, aerospace, chemical, and industrial supply companies with EBITDA ranges from \$3 - \$135 million.

Business transaction experience:

- Co-authored buy-side report for Fortune 500 automotive client related to acquisition of another publicly listed automotive target for a total deal value of \$1.0 billion under a compressed timeline. Specific areas of analysis included quality of earnings, working capital projections and forecasted business performance through 2020.
- Co-authored sell-side VDD report consisting of quality of earnings, working capital and business performance evaluation in collaboration with a senior director for a \$1.0+ billion division of a Fortune 500 client. Transaction considerations included carve-out from existing business, corporate allocations, and pro-forma operation restructuring.
- Participated in new client development engagement and identified \$5.5 million of EBITDA improvement opportunities through an integrated FDD/strategy analysis.
- Created, reviewed, and presented various schedules and complex business analyses, including EBITDA adjustments and the creation of pro-forma and re-casted financial statements, to senior team members and clients on multiple engagements.
- Assisted with software and multiple-element revenue recognition research and analysis related to clients' \$2.6 billion acquisition of online hospitality reservation service.
- Other experience: commercial projections, internal modeling, contract review

Accounting Advisory Experience:

- Served as senior associate on six-week rotational assignment to assist a client with a carve-out and IPO spinoff of \$1.3 billion revenue business unit. Worked closely with client personnel, including CFO and Director of Finance, to identify and quantify interparty transactions and balances, trade receivables and employee stock options and authored several whitepapers outlining transactional methodology and appropriate accounting guidance.

KPMG, Audit Senior Associate, Audit

Oct 2011—Apr 2014

- Primary audit clients were heavy industrial manufacturing, consumer product and freight logistics companies.

- Lead in-charge of separate \$1.4 billion and \$1.1 billion construction equipment and OEM parts divisions of large client
- Typically lead teams of 2-6 staff auditors and completed audit work over integrated financial reporting controls and significant financial statement accounts for all clients
- Other audit experience includes financial statement audits of a Fortune 500 truck manufacturer and nationwide retailer

Volunteer experience:

pilotED Schools - Board Member, Treasurer, and Chair of Finance Committee

Jul 2014—present

pilotED Schools is an Indianapolis based charter school which is anticipated to open in August 2018. The curriculum is based on enhancing students' identities and awareness, promoting self-advocacy, and improving academic outcomes.

Seattle Works – ad-hoc volunteer

Aug 2017 - present

Volunteer on an as-needed basis for organizations partnered with Seattle Works. In addition, will be organizing a volunteer team of peers for monthly Saturday community engagement occurring Sept-Dec 2017.

Education:

University of Wisconsin- Madison: Bachelors of Business Administration, Masters of Accountancy 2006 - 2011

- Dean's list (5 semesters), graduation with distinction (top 20% of class)
- President, Alpha Kappa Psi, professional business fraternity, 2009 – 2010

Mayor's Office of Education Innovation
200 E. Washington St.
Indianapolis, IN 46204

August 7, 2016

Dear Mr. Ahmed Young,

I am serving as the Treasurer and Board Member of pilotED Schools, Inc, which seeks to open a new K-8 school in Indianapolis which is centered around social identity development, civic engagement, and academic excellence. Per your request, this memorandum highlights the knowledge and experience I bring to the board and indicates any potential conflicts of interest I might have.

Experience:

- **Five years' experience** working in **public accounting at a 'Big Four' firm** in both audit and advisory roles, supervising and managing teams of up to five people.
- **Extensive experience reviewing and analyzing financial and accounting data:** financial statements, commercial and product databases, and budgets and projections.
- **Advanced understanding of accounting policies and procedures and internal control structure** required to produce timely and accurate financial statements and maintain proper fiduciary oversight of an organization.

Conflicts of Interest:

- I am not aware of any potential conflicts of interest that would prohibit me from serving as a board member at pilotED Schools, Inc.

If you have any questions or comments, please do not hesitate to reach out to me at david.spitz10@gmail.com.

Thank You,



David Spitz

ANITA JONES THOMAS

EDUCATION

Doctor of Philosophy in Counseling Psychology, January 1995
Loyola University Chicago, Chicago, Illinois
Specialization: Family therapy and multicultural counseling
Dissertation: Racial Identity and Racial Socialization Attitudes of African-American Parents

Master of Arts in Community Counseling, May 1992
Loyola University Chicago, Chicago, Illinois
Thesis: Emotional Reactions of Children to Stepfamilies

Bachelor of Science in Education and Social Policy, June 1989
Northwestern University, Evanston, Illinois

PROFESSIONAL EXPERIENCE

Dean, College of Applied Behavioral Sciences, University of Indianapolis, July 2015-present.

Primary responsibilities

Provide oversight and management of unit resources
Encourage and supporting faculty development
Lead school initiatives related to learning, teaching, curriculum development, and outcomes assessment
Serve as the official representative of the College to internal and external groups
Oversee recruitment and retention of students
Supervise the hiring and review of all personnel
Oversee faculty efforts to secure external grants
Provide leadership in the preparation of internal and external reports
Oversee accreditation efforts for doctoral and masters programs
Seek opportunities for and oversee efforts to secure external funding
Chair and/or participate in committees and groups that affect ongoing viability and strategic planning of the College

Special projects

Creation of the College of Applied Behavioral Science
Coordinated Kate Ratcliff Keynote and Symposium- 2016 Healthcare Disparities

Associate Dean of Academic Affairs and Research, School of Education, January 2014-January 2015.

- Leads in the development and maintenance of school/community agency/university partnerships
- Leads in the creation and maintenance of diversity initiatives
- Assists the Dean in program curriculum development and review
- Lead in the facilitation of scholarship, research, and grants
- Provides leadership to directors of centers housed in the School of Education
- Monitors and approves class schedules
- Assists the Dean in evaluation of Program Chairs
- Leads in the handling of governance responsibilities for the School
- Provides leadership to the International Immersion Programs
- Assists the Dean in the planning and implementation of the budget

Graduate Program Director, Counseling Psychology, Loyola University Chicago, July 2010-December 2013.

Assistant/Associate Professor, Counseling Psychology and School Counseling, Loyola University Chicago, Chicago, Illinois. August 2005-present.

Courses taught: Multicultural counseling, Identity and pluralism, Theories of Counseling, Introduction to Family Counseling, Human Development, Advanced Theories, Introduction to School Counseling, Practicum supervision

Department chair, Counselor Education, Northeastern Illinois University, Chicago, Illinois. August 2003-04.

Associate Professor, Counselor Education, Northeastern Illinois University, Chicago, Illinois. August 1996-May 2005.

Course taught: Multicultural counseling, Theories of Counseling, Introduction to Family Counseling, Human Development, Introduction to Counseling Community Counseling, Practicum supervision

Assistant Professor, Department of Human Services, National-Louis University, Wheaton, Illinois. September 1994-July, 1996.

CLINICAL EXPERIENCE

Licensed clinical psychologist (IL 071-005379).

Postdoctoral Fellow, ABLC Behavioral Health Resources, Arlington Heights, Illinois. September 1994-December 1996.

Predoctoral Intern, Allendale Association, Lake Villa, Illinois. August 1993-August 1994. (APA-Approved)

PROFESSIONAL MEMBERSHIPS

American Psychological Association

Division 17

Division 45

Division 35

Division 37, President-elect 2015, Board member, Member-at-Large of Task Forces and Diversity (2013-2015)

Committee for Children, Youth and Families (2008-2010), Chair 2010

Resilience and Strength in Black Children and Adolescents Task Force (2006-2008)

Leadership Institute, Women's Program Office, 2014-15

HONORS AND AWARDS

Annual Professional Research Award, Association of Black Psychologists, August 2013.

Outstanding Faculty of the Year Award, 2010. Office of Diversity and Multicultural Affairs, Loyola University Chicago.

RESEARCH AND CREATIVE ACTIVITIES

RESEARCH PROJECTS AND GRANT ACTIVITIES

Thomas, A., Thomas, A. J., & DeCleene-Huber. Development of the Health, Wellness, and Life Redesign Clinic: An Interprofessional Clinical Practice and Education Initiative. UIndy/Community Health Network Interprofessional Grant, 2016, \$25,000.

Witherspoon, K. M., Thomas, A.J., & Speight, S.L. Exploration of the relationship between psychological adaptation, psychiatric symptoms, and stereotypic roles of African American women. Funded through Minority Research Infrastructure Research Program by the National Institute of Mental Health, Grant No. IR24 MH65482-01.

Thomas, A. J. Oppression and stress of African American young women. Funded through LUC Internal Research Award, 2006, \$1800.

Richards, M. R., Velsor-Friedrichs, B., Thomas, A. J., & Burrow, A. Enhancing Resilience to Stress and Violence Exposure in Low Income Urban African American Young Adolescents. Funded LUC Interdisciplinary fund, \$17,000 and LUC Internal Research Award, 2006, \$4000.

PUBLICATIONS

Books

Thomas, A. J., & Schwarzbaum, S. E. (In press). *Culture and identity: Stories for therapists and counselors (3rd ed.)*. Thousand Oaks, CA: Sage.

Schwarzbaum, S. E., & Thomas, A. J. (2008). *Dimensions of multicultural counseling: A life story approach*. Thousand Oaks: Sage.

Refereed articles

Barrie, R., Langrehr, K., Jeremie-Brink, G., Hewitt, A., Alder, N., & Thomas, A. J. (In press). Stereotypical beliefs and psychological well-being of African American adolescent girls: Collective self-esteem as a moderator. *Counselling Psychology Quarterly*.

Langrehr, K., & Sydney M., & Thomas, A. J. (2016). Confirmatory Evidence for a Multidimensional Model of Racial-Ethnic Socialization for Transracially Adoptive Families. *Cultural Diversity and Ethnic Minority Psychology*, 22, 432-439.

Pryce, J. M., Jones, S. L., Wildman, A., Thomas, A. J., Okresik, K., & Kaufka-Waltz, K. (In press). Aging out of care in Ethiopia: Challenges and implications facing orphans and vulnerable youth. *Emerging Adulthood*.

Richards, M., Zakaryan, A., Romero, E., Carey, D., Deane, K., Gross, I., Quimby, D., Burns, M., Patel, N., & Thomas, A. J. (In press). Civic Engagement Curriculum: a culturally relevant, resilience based intervention in a context of toxic stress. *Journal of Child & Adolescent Trauma*.

Blackmon, S. & Thomas, A. J. (2015). African Americans and Trayvon Martin: Black racial identity profiles and emotional responding. *Journal of African American Studies*, 19.

Thomas, A. J., & Blackmon, S. (2015). The Influence of the Trayvon Martin Shooting on Racial Socialization Practices of African American Parents. *Journal of Black Psychology*, 41, 75-89.

Thomas, A. J., Barrie, R., Bruner, J., Clawson, A., Hewitt, A., Jeremie-Brink, G., & Rowe-Johnson, M. (2014). Assessing Critical Consciousness in Youth and Young Adults. *Journal of Research on Adolescence*, 24, 485-496.

Blackmon, S. & Thomas, A. J., (2014). Examining Contextual Affordances among African-Americans: Linking Racial-ethnic Socialization and Parent Career Support. *Journal of Career Development*, 41, 301-320.

Thomas, A. J., Blackmon, S., Speight, S. L., Hewitt, A., Witherspoon, K. M., & Selders, M. (2014). Factor Analysis of the Parent Experience of Racial Socialization Scale. *Journal of Black Psychology*, 40, 263-274.

Bronder, E., Speight, S. L., Witherspoon, K. M., & Thomas, A. J. (2014). John Henryism, depression, and perceived social support in African American Women. *Journal of Black Psychology*, 40, 115–137.

Thomas, A. J., Hacker, J., & Hoxha, D. (2013). Contextual influences on identity development of African American girls. *Journal of Black Psychology*, 39, 88-101.

Thomas, A. J., Carey, D., Pruitt, K., Romero, E., Richards, M., & Velsor-Friedrichs, B. (2012). *African American youth and exposure to community violence: Supporting change from the inside*. *Journal of Social Action in Counseling and Psychology*, 4(1), 54-68.

Thomas, A. J., Hoxha, D., & Hacker, J. (2011). Gendered racial identity development of African American girls. *Sex Roles*, 64, 530-542.

Thomas, A. J., Speight, S. L., & Witherspoon, K. M. (2010). Racial socialization, racial identity, and race-related stress of African American parents. *The Family Journal: Counseling and Therapy for Couples and Families*, 18, 407-412.

Townsend, T. G., Thomas, A. J., Jackson, T. R., & Neilands, T. B. (2010). "I'm No Jezebel; I Am Young, Gifted and Black: Identity, Sexuality and Black Girls", *Psychology of Women Quarterly*, 34, 273-285.

Schwarzbaum, S. E., & Thomas, A. J. (2009). Expanded use of the autobiographical cultural life story assignment. *Illinois Counseling Association Journal*, 156(1), 16-28.

Thomas, A. J., Witherspoon, K. M., & Speight, S. L. (2008). Gendered racism, psychological symptoms, and coping of African American Women. *Cultural Diversity and Ethnic Minority Psychology*, 14, 307-314.

Thomas, A. J., & King, C. T. (2007). Gendered racial socialization of African American mothers and daughters. *The Family Journal: Counseling and Therapy for Couples and Families*, 15, 137-142.

Thomas, A. J., Witherspoon, K. M., & Speight, S. L. (2004). Toward the Development of the Stereotypic Roles for Black Women Scale. *Journal of Black Psychology*, 30, 426-442.

Thomas, A. J. (2001). African American women's spiritual beliefs: A guide for treatment. *Women and Therapy*, 23, 1-12.

Thomas, A. J. (2000). Impact of racial identity on African-American child-rearing beliefs. *Journal of Black Psychology*, 26, 317-329.

Kempa, M., & Thomas, A. J. (2000). Culturally sensitive assessment and treatment of eating disorders. *Eating Disorders: The Journal of Treatment and Prevention*, 8, 17-30.

Thomas, A. J. & Speight, S. L. (1999). Racial identity and racial socialization attitudes of African-American parents. *Journal of Black psychology*, 22, 152-170.

Thomas, A. J. (1999). Racism, racial identity, and racial socialization: A personal reflection. *Journal of Counseling and Development*, 77, 35-37.

Thomas, A. J. (1998). Understanding worldview and culture in family systems: Use of the multicultural genogram. *The Family Journal: Counseling and Therapy for Couples and Families*, 6, 24-32.

Thomas, A. J. (1998). Ethical mandates for multicultural sensitivity for family counselors. *The Family Journal: Counseling and Therapy for Couples and Families*, 6, 49-51.

Witherspoon, K., Speight, S. L., & Thomas, A. J. (1997). Racial identity attitudes, school achievement, and academic self-efficacy among African American high school students. *Journal of Black Psychology*, 23, 344-357.

Speight, S. L., Thomas, A. J., Kennel, R. G., & Anderson, M. E. (1995). Operationalizing multicultural training in doctoral programs and internships. *Professional Psychology: Research and Practice*, 26(4), 401-411.

Book chapters

Thomas, A. J., Massengale, M., & Odunewu, L. (In press). Strengths-Based Culturally Relevant Family Therapy. In J. K. Edwards, A. Young, & H. J. Nickels, (Eds.), *Handbook of Strengths-Based Clinical Practices: Finding Common Factors*. Routledge. New York: Routledge.

Townsend, T., & Thomas, A. J. (2013). Jezebel's legacy: The development of African American heterosexual girls' emerging sexuality in the context of oppressive images and the armoring influence of mother-daughter relationships In H. Jackson-Lowman (Ed.), *African American Women: Living at the Crossroads of Race, Gender, Class, and Culture* (pp. 221-234). San Diego: Cognella Press/University Readers.

Speight, S. L., Isom, D., & Thomas, A. J. (2012). From Hottentot to Superwoman: Issues of identity and mental health for African American women. In C. Zerbe Enns & E. N. Williams, (Eds.), *Handbook of Feminist Multicultural Counseling Psychology*. Oxford University Press.

Thomas, A. J., Speight, S. L., Turner-Essel, L. M., & Barrie, R. (2012). Promoting positive identity of African American girls. In E. Vera (Ed.), *Oxford Handbook of Prevention in Counseling Psychology*, (pp. 364-373). New York: Oxford University Press.

Thomas, A. J., & Rodgers, C. (2009). Resilience and protective factors for African American and Latina girls. In J. Chin (Ed.), *Diversity in mind and action, Volume 3*, (pp. 117-128). Westport, CT: Praeger Press.

Thomas, A. J., & Barrie, R., Tynes, B. M. (2008). Intimate relationships of African Americans. In H. Neville, B. M. Tynes, & S. O. Utsey, (Eds.), *The handbook of African American Psychology* (pp. 117-125). Thousand Oaks, CA: Sage.

Thomas, A. J., Speight, S. L., & Witherspoon, K. M. (2005). Internalized Oppression among Black Women. In J. L. Chin, (Ed.), *Psychology of prejudice and discrimination*, Vol. 3., (pp. 113-132). Westport, CT: Praeger Press.

Thomas, A. J. (2004). Illustrations of racial-cultural psychology in family therapy. In R. T. Carter, (Ed.), ***Handbook of racial-cultural psychology and counseling, Vol. 2.*** New York: Wiley.

Stevens, P., Baltimore, M., Birdsall, B., Erikson, S. H., Miller, C. P., Thomas, A. (1999). The ethical code illustrated. In P. Stevens (Ed.) *Ethical casebook for the practice of marriage and family therapy*, (pp. 43-70). Alexandria, VA: American Counseling Association.

Invited book reviews

Thomas, A. J. (2015). Examining ethnic identity through new lenses. *PsycCRITIQUES*, 60(35). <http://dx.doi.org/10.1037/a0039667>

Thomas, A. J. & Barrie, R. (2012). Is marriage for Whites? *Journal of Family Theory and Research*, 4, 358-361.

Thomas, A. J. (2011). Something new? Black women in interracial relationships. *PsycCRITIQUES*, 56(31).

Encyclopedia entry

Thomas, A. J. (In press). Black Americans and gender. Nadal, K. (Ed.), *The SAGE Encyclopedia of Psychology and Gender*.

Reports

American Psychological Association, Task Force on Resilience and Strength in Black Children and Adolescents. (2008). *Resilience in African American children and adolescents: A vision for optimal development*. Washington, DC: Author.

Newsletters

Thomas, A. J., & Hewitt, A. Promoting resilience and strength of African American children and youth through spirituality and religion. (CYF News, Summer 2009). <http://www.apa.org/pi/cyf/summer-news-2009.pdf>

Thomas, A. J. (2008). Addressing resilience and strength of African American children and youth. (CYF News, Summer 2008). http://www.apa.org/pi/cyf/CYFNews_summer_08.pdf

Works in submission

PAPERS PRESENTED

Thomas, A. J. *Run in a zig zag*. Center for Equality and Social Justice, University of Kentucky- Black and Blue: Critical issues in race and policing in the US. October 14, 2016.

Langrehr, K., & Thomas, A. J. *Confirmatory Evidence for a Multidimensional Model of Racial-Ethnic Socialization for Transracially Adoptive Families*. American Psychological Association Convention, August 2015.

Rosenthal, L., Earnshaw, V., Overstreet, N., & Thomas, A. J. *Addressing Social Inequalities with Intersectionality: Research, Clinical, and Justice Implications*. American Psychological Association Convention, August 2015.

Dantley, M., & Thomas, A. J. *Will it Ever Be Equal? Achievement Disparity in Education*. Loyola University Chicago, Race: Why are we so different? March, 26, 2015.

Jeremie-Brink, G., Adams, K., & Thomas, A. J. *Innovative approaches to social connectedness research: Applying a multicultural perspective across different marginalized groups*. National Multicultural Conference and Summit, January 2015.

Thomas, A. J., Alder, N., Anderson, B., Barrie, R., Floro, M., Haywood, S., Hewitt, A., & Jeremie-Brink, G. *Fostering Resilience in African American families*. American Psychological Association Convention, August 2014.

Thomas, A. J. *Development of the Critical Consciousness Inventory*. Society for Research on Adolescence Biannual Conference, March 21, 2013.

Thomas, A. J. *Run in a zig-zag: Racial socialization and the Trayvon Martin shooting*. Division 17 Conference, March 15, 2014.

Thomas, A. J. *Use of fishbowl activity in multicultural psychology courses*. Division 17 Conference, March 14, 2014.

Thomas, A. J., Bethea, S., Neville, H., Steele, C., Francois, D., & Henderson, J. D. *The Trayvon Martin Case: What have we learned and where do we go from here?* Illinois Psychological Association Annual Conference, November 1, 2013.

Ader, J., Pryce, J., Thomas, A. J., Sadiq, A., French, S. *The vulnerabilities and strengths of young adults aging out of orphan care in Ethiopia*. The 6th Conference on Emerging Adulthood, Society for the Study of Emerging Adulthood, October 9, 2013.

Thomas, A. J., & Blackmon, S. M. *Shocked, sad, angry, but not surprised: Reactions to the shooting of Trayvon Martin*. American Psychological Association Convention, August 2013.

Blackmon, S. M., & Thomas, A. J. *Linking contextual affordances: Examining racial/ethnic socialization and parental career support*. American Psychological Association Convention, August 2013.

Thomas, A. J., Hewitt, A., & Jeremie-Brink, G. *Cross-cultural Implications of Psychological Resilience: African American and Haitian American Perspectives*. National Multicultural Conference and Summit, January 2013.

Aydin, F., Adams, K., Barsigian, L., Bruner, J., Chang, C., Ewune, E., Hewitt, A., Jeremie-Brink, G., Rowe-Johnson, M., Stegmaier, J., Surya, S., & Thomas, A. J. *Critical Consciousness Development*. American Psychological Association Convention, August 2012.

Aydin, F., Barsigian, L., Chang, C., Ewane, E., Long, A., Rowe-Johnson, M., Stegmaier, J., & Thomas, A. J. *Beyond borders: Developing critical consciousness in youth*. Annual Teacher's College Winter Roundtable on Cultural Psychology and Education, Columbia University, New York, NY, February 2011.

Thomas, A. J. *Fostering resilience and strength in African American children and youth*. American Psychological Association Annual Convention, August 2011. Invited address for Div. 37 Symposium for Lifetime contribution award.

Thomas, A. J., Barrie, R., Jeremie-Brink, G., Hewitt, A., Clawson, A., Bruner, J., & Kranz, A., Rowe-Johnson, M., & Zarzour, H. *Development of the Critical Consciousness Inventory*. American Psychological Association Annual Convention, August 2011.

Carey, D., Romero, E., Richards, M., Burrow, A., Velsor-Friedrichs, B., Thomas, A. J., Gross, I., & Masri, S. *Enhancing resilience to stress and violence exposure in low-income African American urban youth: A pilot of two study of two interventions*. Society for Child Research and Development, March 2011.

Thomas, A. J., Hewitt, A., & Jeremie-Brink, G. *Fostering Hope and Resilience in African American Children: Integrating Spirituality and Religion*. American Psychological Association Annual Conference, August 2010.

Hacker, J., Hewitt, A., Pittman, K., & Thomas, A. J. *Towards the Development of Critical Consciousness*. Division 45 Inaugural Conference, June 19, 2010.

Hacker, J., Hewitt, A., Whetstone, T., Jérémie-Brink, G., & Thomas, A. J. *Towards the Development of Critical Consciousness*. Great Lakes Regional Conference, April 2010.

Thomas, A. J., Hewitt, A., & Jeremie-Brink, G. *Fostering Hope and Resilience in African American Children: Integrating Spirituality and Religion*. The 27th Annual Teacher's College Winter Roundtable on Cultural Psychology and Education, Columbia University, New York, NY, February 17, 2010.

Thomas, A. J. *Promoting resilience and identity development for empowerment*. American Psychological Association Annual Conference, August 2009.

Thomas, A. J., Barrie, R., & Jeremie-Brink, G. *Stereotypical roles, racelessness, and achievement attitudes of African American girls*. American Psychological Association Annual Conference, August 2009.

Thomas, A. J., & Rodgers, C. *Promoting socioemotional resilience in African American children and youth*. Society for Research in Child Development, April 2009.

Witherspoon, K. M., Thomas, A. J., & Speight, S. L. *Disordered Eating among African American Women*. American Counseling Association, March 2009.

Thomas, A. J. *Gendered Racism: Addressing Challenges of African American Women*. American Psychological Association Annual Conference, August 2008.

Townsend, T. G., Thomas, A. J., Jackson, T. R., & Torsten, B. N. *From Jezebel to Video Vixen: Gendered stereotypes and sexual outcomes among African American girls*. Association of Black Psychologists Annual Conference, August 2008.

Thomas, A. J., Hoxha, D., Steele, C., Hacker, J., & Fan, X. *Socialization experiences of African American and Latina girls*. 2008 International Counseling Psychology Conference, March 2008.

Thomas, A. J., Andrews, Priscilla, Gomez, K., Moallem, I., Hoxha, D., Steele, C., Merle, C., & Hacker, J. *Learning to be: Dual identity of girls of color*. Boston College Diversity Challenge Annual Conference, October 2007.

Thomas, A. J., Andrews, Priscilla, Gomez, K., Moallem, I., Hoxha, D., Steele, C., Merle, C., & Hacker, J. *Learning to be: Dual identity of girls of color*. American Psychological Association Annual Conference, August 2007.

Weathersby, D., Speight, S. L., Witherspoon, K. M., & Thomas, A. J. *Exploring the Quality of Life of Black Women: Within Group Differences Considering Race Related Stress, Racial Identity, and Coping*. Association of Black Psychologists Annual Convention, August 2, 2007.

Gaylord-Harden, N. K., Speight, S. L., & Thomas, A. J. *Involuntary Maladaptive Cognitions, Coping, and Depressive Symptoms as Responses to Stress in African American Youth*. Society for Research in Child Development 2007 Biennial Meeting, March 30, 2007.

Lythcott, M. A., Campbell, C. L., Kesselring, C. M., Gaylord-Harden, N. K., Speight, S. L., & Thomas, A. J. *Youth Appraisals of Marital Conflict, Parent-Child Relationships, and Youth Adjustment Among Low-Income, African American Families*. Society for Research in Child Development 2007 Biennial Meeting, March 30, 2007.

Thomas, A. J., Witherspoon, K. M., & Speight, S. L. *African American Women's Stereotypical Roles and Health Status*. American Psychological Association Annual Conference, August 2006.

Thomas, A. J., Witherspoon, K. M., & Speight, S. L. *Gendered Racism, Psychological Symptoms, and Coping of African American Women*. The 23rd Annual Teacher's College Winter Roundtable on Cultural Psychology and Education, Columbia University, New York, NY, February 17, 2006.

Thomas, A. J., Witherspoon, K. M., & Speight, S. L. *Gendered racism, psychological symptoms, and coping of African American Women*. American Psychological Association Annual Conference, August 2004.

Witherspoon, K. M., Speight, S. L., & Thomas, A. J. *Black women and identity: Seeing the trees but missing the forest*. Third Annual Diversity Challenge: Institute for the Study and Promotion of Race and Culture, Boston College, October 18, 2003.

Thomas, A. J. *Socialization of African American Mothers and Daughters*. American Psychological Association Annual Conference, August 7, 2003.

Thomas, A. J., Witherspoon, K. M., & Speight, S. L. *Exploring internalized oppression of African American women*. National Multicultural Conference and Summit 2003, January 23, 2003.

Thomas, A. J., Witherspoon, K. M., & Speight, S. L. *Development of the Stereotypic Roles for Black Women Scale*. American Psychological Association Annual Conference, August 23, 2002.

Thomas, A. J. *Integrating racial and gender socialization*. Fourth Annual Summer Institute, Family Research Consortium III, June 20, 2002.

Thomas, A. J., Lagotolla, J., & McIntosh, D. *Acculturation, racial identity, and racial socialization of African American parents*. American Counseling Association Annual Conference, March 23, 2000.

Thomas, A. J. *Impact of racial identity on childrearing beliefs of African Americans*. American Psychological Association Annual Conference, August, 1997.

Thomas, A. J. *Developing multicultural competency for work with families*. The Fourteenth Annual Teachers College Winter Roundtable: Cross-cultural Psychology and Education, February 14, 1997.

Thomas, A. J. *Understanding the racial socialization process*. The Thirteenth Annual Teachers College Winter Roundtable: Cross-cultural Psychology and Education, February 23, 1996.

Baptiste, I., Hayes, S., Lawrence, R., & Thomas, A. J. *Exploring faculty perceptions of the importance of multicultural adult education: Who cares?* Annual Alliance/ACE conference, October 7, 1995.

Thomas, A. J. *Racial identity and racial socialization attitudes of African-American parents*, poster session. American Psychological Association Annual Conference, August 11, 1995.

Thomas, A. J. *Parental influences on racial identity development of African- American children and adolescents*, poster session. Illinois Psychological Association Annual Conference, November 5, 1994.

McCurtis, K., Speight, S. L., Thomas, A. J. *An investigation of racial identity, self-esteem, and academic achievement with African-American high school students*. Twenty-fifth Annual Convention of the Association of Black Psychologists, August 3, 1993.

Speight, S. L., Anderson, M. E., Thomas, A. J., Wysocky, K., Ugolini, K., Perry, R. J., Haliburton, A., McCurtis, K., & Pancini, T. *Operationalizing multicultural training in doctoral programs and internships*. The Tenth Annual Teachers College Winter Roundtable on Cross-Cultural Counseling and Psychotherapy, February 19-20, 1993.

WORKSHOPS PRESENTED

Thomas, A. J. *Culture and identity*. Trinity International University.

Thomas, A. J., Aydin, F., Adams, K. M.A., Barsigian, L., Ewune, E., Stegmeier, J., Rowe-Johnson, M., & Chang, C. *Beyond Borders of Oppression: Developing Critical Consciousness In Youth*. Teachers College Winter Roundtable on Cross-Cultural Counseling and Psychotherapy, February 25, 2012.

Harris, T. L., Thomas, A., & Ennis, C. Meeting the challenge of microaggressions. Illinois Psychological Association, November 5, 2010.

Thomas, A. J. Successful approaches to working with diverse student populations. Counseling Issues for the 21st Century- 8th Annual Counselor Institute Day, DuPage County, February 27, 2009.

Schwarzbaum, S., & Thomas, A. J. *Development of the cultural self through storytelling: Implications for counselor training*. American Counselor Educator and Supervisor conference, October, 2005.

Thomas, A. J. *Sex outside the city*. Teen Summit 2: My life, my choices “What we don’t talk about...” The Metropolitan Board of the Chicago Urban League, June 7, 2003.

Thomas, A. J. *Working with African American students*. Maine Township High School District 207 January Institute, January 17, 2003.

Thomas, A. J. *Setting the stage for great things to come*. Educational Opportunity Outreach Programs Professional Development meeting, University of Illinois Chicago, October 25, 2002.

Thomas, A. J. *Exploring hidden bias*. College of Lake County Staff/Faculty orientation, August 22, 2002.

Thomas, A. J. *Multiculturalism: How families affect how we see the world*. Child Law Summer Institute, Loyola University Chicago Law School, July 16, 2002.

Thomas, A. J. *Counseling African American students*. 27th Annual All-City School Counselors’ Conference, May 31, 2002.

Thomas, A. J. *Developing multicultural awareness and sensitivity*. Maine Township Agency Day, May 9, 2002.

Thomas, A. J. *Children, youth, and their systems*. Northwest Suburban Council for Community Services, March 13, 2002.

Thomas, A. J. *Culturally sensitive treatment of African American women*. Oakton Community College, Continuing Education program, March 1, 2002.

Thomas, A. J., & Shigetani, M. *Celebrating cultural diversity and mediating conflict*. Catholic Charities USA Annual Conference, September 8, 2001.

Schwarzbaum, S., & Thomas, A. J. *Cultural perspectives in health care*. Oakton Community College Continuing Education program, April 19, 2001.

Thomas, A. J. *Expand multicultural awareness and sensitivity*. “Training Opportunities Team” United Way of Central Minnesota, February 27 and 28, 2001.

Thomas, A. J. *Developing multicultural competency*. Oakton Community College Continuing Education program, February 22, 2001.

Thomas, A. J. *Developing multicultural awareness and sensitivity*. Arlington Heights Memorial Library, December 1, 2000.

Thomas, A. J. *Managing diversity in a multicultural environment*. Catholic Charities

USA Annual Conference, October 1, 2000.

Thomas, A. J. *Diversity issues in organizations*. Catholic Charities USA Annual Conference, September 29, 2000.

Thomas, A. J. *Am I really different?* Illinois Mental Health Counselors Association's Annual Conference, April 28, 2000.

Holmes, H., & Thomas, A. J. *Reclaiming our spirit: Reclaiming our families*. Illinois Association of Marriage and Family Therapy Annual Conference, April 8, 2000.

Thomas, A. J. *Strong independent Black woman syndrome*. Woodson Public Library, March 11, 2000.

Thomas, A. J. *The future of multicultural counseling: Integrating multiple identities*. Illinois Counseling Association's 51st Annual Conference, November 20, 1999.

Thomas, A. J. *Strong independent Black woman syndrome*. Oakton Community College Women's Day Program, November 14, 1999.

Thomas, A. J. *Multicultural diversity*. Catholic Charities USA Annual Conference, October 3, 1999.

Thomas, A. J. *African American spirituality: A guide for treatment*. The Spirituality and Psychology Group of the Illinois School of Professional Psychology, Meadows Campus, Spirituality and Psychology 1999 Conference, March 6, 1999.

Schwartz, E., Thomas, A. J., McHolland, J. D. *How spirituality impacts the life of the therapist*. The Spirituality and Psychology Group of the Illinois School of Professional Psychology, Meadows Campus, Spirituality and Psychology 1999 Conference, March 6, 1999.

Thomas, A. J. *Addressing multicultural issues in assessment*. Catholic Charities USA Annual Conference, February 16, 1999.

Thomas, A. J. *Understanding diversity*. Consumer Credit Counseling Services of Greater Chicago, Feb. 9, 1999.

Thomas, A. J. *Multicultural issues in treatment and assessment*. Youth Outreach Services, November 20, 1998.

Kempa, M., & Thomas, A. J. *Culturally sensitive treatment of eating disorders*. Illinois Counseling Association Conference, November 5, 1998.

Thomas, A. J. *Addressing multicultural issues in assessment*. Central States Institute of Addictions, November 3, 1998.

- Thomas, A. J. *Brief therapy*. Youth Outreach Services, March 13, 1998.
- Keenan, C., & Thomas, A. J. *Are we compatible? Divorce prevention and premarital counseling*. Illinois Counseling Association Conference, November 6, 1997.
- Thomas, A. J. *Empowering African American families*. Illinois Association for Marriage and Family Therapy Annual Conference, April 12, 1997.
- Thomas, A. J. *Caring for Children with Attention Deficit Disorder with and without Hyperactivity*. "Keeping in Touch with Foster Families", Central Baptist Children's Home/Family Services Foster Parent Conference, May 17 and 19, 1997.
- Thomas, A. J. *Treatment approaches with African Americans*. Secondary School Counselor Council, 5th Annual Mini Conference, February 11, 1997.
- Thomas, A. J. *Promoting affirming parenting skills for African Americans*. Illinois Counseling Association Conference, November 9, 1996.
- Thomas, A. *Counseling African Americans: Understanding racial identity*. Illinois School of Professional Psychology, November 5, 1996.
- Smith, S., & Thomas, A. *Harassment free workplace training*. Perfection Spring and Stamping, Arlington Heights, IL, October, 1996.
- Thomas, A., & Smith, S. *Embracing diversity workshop: Unlearning oppression, removing obstacles, and building inclusion*. Sherman Hospital, Elgin, IL, September, 1996.
- Thomas, A. *DSM IV: Understanding the new diagnostic manual*. Workplace Solutions: Human Resource Consulting Group, May 1, 1996.
- Thomas, A. J. *Culturally Diverse Therapists: Finding Our Voice*. Illinois Association for Marriage and Family Therapy Annual Conference, April 13, 1996.
- Dolson, B., & Thomas, A. J. *Developing competency for multicultural family therapy*. Illinois Association for Multicultural Counseling Annual Conference, March 6, 1996.
- Thomas, A. J. *Advanced family therapy: Developing multicultural competency*. National-Louis University Continuing Education Course, February 10, 1996.
- Thomas, A. J. *Working with African-American families: Understanding racial socialization*. Family Therapy Conference, Alumni Association of the Family Institute, November 18, 1995.
- Thomas, A. J. *Counseling African-Americans: Understanding racial identity*. Illinois

Counseling Association Fall Conference, November 3, 1995.

Thomas, A. J. *DSM IV: Understanding the new diagnostic manual*. Alexian Brothers Hospital, October 11, 1995.

Hayes, S., & Thomas, A. J. *Unlearning oppression*. Farrugut High School, Faculty development workshop, June 22, 1995.

Hayes, S., & Thomas, A. J. *Unlearning oppression*. Illinois School Counselors Annual Conference, May 19, 1995.

Thomas, A. J. *Family counseling with African American parents: Using culturally affirming parenting and identity socialization*. Illinois Association for Multicultural Counseling Annual Conference, March 1, 1995.

Thomas, A. J., & Speight, S. L. *Multicultural issues in family therapy*. Midwest Family Conference, sponsored by the Alumni and the Family Institute. November 6, 1993.

CONSULTATION

Clinical consultant, Family Focus Evanston, August 2001- May 2003.

Clinical consultant, YWCA Glen Ellyn, February 1997- May 2001.

BEHAVIOR SCIENCE IN THE PUBLIC INTEREST

Print Media- Essence Magazine

Radio/Television/Internet- FoxNews Chicago, Beverly show, ESPN.com

REFERENCES

Available upon request.

August 9, 2017

Mayor's Office of Education Innovation
200 E. Washington St.
Indianapolis, IN 46204

Dear Mr. Ahmed Young,

I am serving on the Board of Directors for pilotED Schools, Inc, which seeks to open a new K-8 school in Indianapolis which is centered around social identity development, civic engagement, and academic excellence. Per your request, this memorandum highlights the knowledge and experience I bring to the board and indicates any potential conflicts of interest I might have.

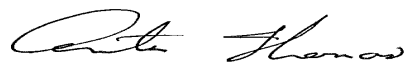
Experience:

- Served as Board member for Prairie Crossing Charter School, Graylskake, IL;
- Served Chair of the Academic Excellence Committee for Prairie Crossing Charter School, consisting of board members, teachers, administrators, and parents;
- Served as Associate Dean for School of Education, Loyola University Chicago, responsible for university-school engagement;
- Developed, implemented, and validated culturally relevant curriculum with three Chicago Public Schools.

Conflicts of Interest:

- I am not aware of any potential conflicts of interest that would prohibit me from serving as a board member at pilotED Schools, Inc.

Sincerely,



Anita Thomas, Ph.D.


Dean and Professor,
College of Applied Behavioral Sciences

Attachment 3.C.3

Articles & Publications Clippings



Forbes / Education / [#Under30](#)

JAN 3, 2017 @ 08:40 AM 11,633 

30 Under 30 Education 2017: Revolutionizing Learning Inside The Classroom, Post-College And Online



Caroline Howard, FORBES STAFF 

Covering education, enterprising women and special projects. [FULL BIO](#) 

(Additional reporting by Justin Conklin)

Expect 2017 to be a time of exciting changes in the world of education, thanks in part to the "edu-preneurs" on the 30 Under 30 list. This year -- and this crowd -- are poised to set the pace and lead the next era of learning.

Ever since the digital revolution set its sights on the edu sector, it's a whole new landscape in terms of big data and analytics, alternative learning platforms such as social media and video, and bustling private -- and public -- revenue streams. The end result? Increased opportunities and new pathways to learning, especially for previously overlooked or undervalued students and teaching professionals in the areas of STEM and higher education.

Education is much more mobile, adaptable and accessible now. Here, 30 breakouts under the age of 30 who are leading the pack in education innovation, as assessed by our four A-list, expert judges: **Stacey Childress** - CEO, [NewSchools Venture Fund](#); **Arne Duncan** - Managing Partner, [Emerson Collective](#); **Wendy Kopp** - Cofounder, [Teach for All](#) & founder, [Teach for America](#); and **Marcus Noel** - Founder, [Heart of Man Ventures](#) and 2016 Under 30 alumnus.

The 2017 Class in Education ([visit our full education coverage here](#))

[Jacob Allen, 28](#), [Marie Dandie, 27](#)

Cofounders, pilotED Schools



EDUCATION (/EDUCATION)

Chicago Education Program Founders Included in Forbes '30 Under 30'

Matt Masterson (/stories-by-author/matt masterson) | January 5, 2017 3:52 pm



Marie Dandie, left, and Jacob Allen founded pilotED in 2013, an after-school program helping Chicago students improve their grades and build a personal identity. They'll look to grow that into their own charter school in the coming years. (Courtesy of pilotED)

The brains behind a local nonprofit offering after-school help to Chicago students were included this week on a list highlighting the work of some of the rising young entrepreneurs across the country.

pilotED co-founders Jacob Allen, 28, and Marie Dandie, 27, were recognized for their work with inclusion in the education section of Forbes' annual "30 Under 30" (<http://www.forbes.com/profile/piloted-schools/>) list, which features the work of innovators, celebrities and leaders in various fields across the country who are under the age of 30.

"It's been a whirlwind," Allen told Chicago Tonight during a phone interview. "First and foremost, as school founders of color, we are constantly in places on both coasts, here in Chicago (and) everywhere we go geographically, we keep realizing that there are very few founders of color for schools that are serving students of color."

Started in 2013, pilotED's after-school program uses a three-tiered curriculum focusing on academic success, civic engagement and social identity. Since then, the five-member team has provided tutoring and mentorship services to more than 100 charter school students and their families on Chicago's South and West Sides.

That broad focus means students discuss an array of topics ranging from neighborhood demographics and urban violence to racial and gender identities.

Dandie and Allen were unaware they would be included in the 30 Under 30 list (<http://www.forbes.com/30-under-30-2017/#79c7144a4651>) – published Tuesday and featuring industry leaders working in sports, entertainment, retail and more – until late last year, when their organization received a cryptic email from a Forbes editor asking if the two were still under the age of 30.

Born and raised in Los Angeles, Allen moved to the Midwest to begin work with the NAACP in Wisconsin before moving on to Teach For America in Chicago, and eventually, joining with Dandie to create pilotED.

<http://chicagotonight.wttw.com/2017/01/05/chicago-education-program-founders-included-forbes-30-under-30>

1/5



Tully: 'Changing the world,' one school at a time

Matthew Tully | Published 10:16 a.m. ET July 6, 2017 | Updated 7:14 p.m. ET July 6, 2017

The Mind Trust is attracting a new collection of smart educators, and a new set of innovative education models, to the city of Indianapolis.



(Photo: The Mind Trust)

A pair of Chicagoans are moving to Indianapolis in the next few weeks, and they are bringing with them a sense of urgency that defines the best of what you can find in many schools and classrooms. It's an urgency that is critical for so many children who face immense challenges and the risk of lost potential.

Deeply concerned about children locked in poverty, Jacob Allen and Marie Dandie founded a nonprofit after-school program in Chicago four years ago. They built it around the concepts of civic engagement and a belief in the broader benefits of helping students develop a pride and belief in themselves. They peppered the curriculum with lessons centered on the lives and neighborhoods of the students they served.

It worked and many of the students soared. Among other improvements, the program reported a huge drop in school suspensions among its students and a 28 percent increase in attendance rates.

'Moral imperative': Mind Trust looks for education innovations (<https://story/news/education/2016/02/26/mind-trust-looks-education-innovations/809780820>)

Lilly Endowment: \$7M donation for new charter schools, teachers (<https://story/news/education/2017/02/28/lilly-endowment-gives-7m-new-charter-schools-teachers/885382760>)

Those students are now transitioning out of the program, and Allen and Dandie are packing their belongings and bringing what they learned in Chicago to Indianapolis. They'll be among four teams recently chosen to create new "innovation schools" by The Mind Trust, a local education nonprofit. Through the program, charter school operators can partner with Indianapolis Public Schools to transform or create new schools.

Speaking by phone from Chicago on Monday, Dandie said the bottom line is urgency. And while that might sound like a buzzword, schools truly driven by it can overcome a lot. School leaders driven by it also understand that when it comes to many students we are in nothing short of a state of emergency.

"It's about letting teachers, parents and students and the community know what is at stake in every classroom," Dandie said. "And we have to make sure everyone understands that we don't have much time before we will push another generation into the cycle of poverty."

The Mind Trust's Innovation Schools program provides fellows with two years of salary, benefits and support as they work to create new schools, or convert existing ones, in Indianapolis. The program is a great opportunity for educators. But it's also a great benefit to the city as it attracts talented educators from around the country and provides those already here with the opportunity to fulfill a dream, fill an unmet need and, most important, help



EDUCATORS

[Home](#) > [Educators](#)

Here Is How Identity-Based Education Changes Lives



Written By **Nigel Roberts**
Posted August 29, 2016

[Leave a comment](#)**781**
READS

A Chicago-based education **nonprofit** is getting a lot of attention for its identity-based curriculum. In addition to academics, it teaches students of color from a low-income community to embrace their identity and to pilot their lives toward success.

Marie Dandie and **Jacob Allen** co-founded **PilotEd**, which launched in 2013 as an after-school program. Allen, who serves as **CEO**, expects to complete the transformation into a charter school in September 2017, after three years of successful growth. The campus, located in the Englewood neighborhood on Chicago's South Side, will also continue to serve as a community hub.

Allen told **NewsOne** he and Dandie created an identity curriculum to help their inner-city students manage a range of issues and challenges in their lives, which kids from middle-class and affluent neighborhoods seldom encounter.

"As African-Americans, many of us have the common experiences of family members incarcerated and living in poverty," he said. "But none of those things were discussed in the classroom when Marie and I were in school. And when we started teaching in Chicago public schools, there were no discussions about traumatic events like shooting — no grief counseling."

Their identity curriculum intersects with standard curriculum, to create lessons that the students can relate to, such as mapping out the number of gangs in their neighborhood, or comparing the chemical elements in blond hair to curly black hair. Students also read books with characters who look like them.

In Business, Chicago, Detroit, Education, Entertainment, Featured, Finance, Most Popular, New Orleans, Tech, Volunteering, Washington D.C.

20 Inspiring African Americans Impacting The World Through Social Impact & Social Innovation

To honor Black History Month here are some amazing African Americans Inspiring Communities all across America

Jacob Allen – Founder of pilotED Schools

10/23/2017

20 Inspiring African Americans Impacting The World Through Social Impact & Social Innovation - Causeurist



Prior to building a [transformational school model in Chicago](#), Jacob Allen found success as a statewide Youth President with the NAACP of Wisconsin, as a curriculum developer at the University of Washington, as a Teach For America–Chicago corps member, and as a director for an education policy advocacy group in Washington State. For the vast majority of his life, Jacob has worked to ensure that traditionally unheard voices were at the forefront of education and policy. These experiences have led Jacob and his team to think deeply about the current and future impact that pilotED Schools will have on the urban education space, specifically addressing the issue of harmful imposed identities on urban students and their families. Jacob is a 2016 NewSchools Venture Fellow, a former Camelback Ventures Fellow, and a finalist for Teach For America's Shark Tank, and he has been featured in articles by The Aspen Institute and EdSurge. ^{*source}



K-12 EDUCATION

Entrepreneurship in Education: Strengthening Community Voices in Chicago

SEPTEMBER 9, 2016 • JENNIFER BRADLEY



This is the third piece of the series “[Who Are Urban Innovators?](#)” an effort to show what’s possible when urban innovators and people of color get the capital they need to advance their big ideas. Below, read the exchange between [Jacob Allen](#), CEO of [pilotED Schools](#), and [Jennifer Bradley](#), director of the Aspen Institute [Center for Urban Innovation](#).

Jennifer Bradley: What exactly does your company do?

Jacob Allen: pilotED schools is an identity-based, community hub charter school. We believe that teaching students through the lens of their identity and personal narrative, created by them and by individuals in their communities that they see every single day, will actually drive change further than traditional academics or charters. We use our space as not only a school, but as a place where parents and community leaders come together on a regular basis to talk and take action to better their neighborhood. We are looking to open our first school here on the South Side of Chicago.

Jacob Allen, CEO of pilotED Schools

JB: What’s the problem that you set out to solve?

News + Ideas

pilotED Schools

By: Estefany Delgado (/news/author/edelgado/)
May 31, 2016

pilotED School will be the first community school in a new charter organization based in Indianapolis, Indiana. It will eventually serve over 500 students in grades K-8th.

pilotED will prepare students and families from Indiana's urban communities for success in their educational and professional careers. The school will strive to create a strong sense of self, agency, and academic competitiveness by focusing on the identity and narrative of each student and family. pilotED believes that school-aged children need to be afforded the opportunity to embrace their identity and the development of self-advocacy skills. These core principles will not only lead the school to the top, but lead forgotten voices to uncharted arenas and help underserved communities overcome generational cycles of poverty and academic failure.

pilotED scholars will be expected to lead what they learn. With small class sizes and learning "pods" located in each classroom, students will become "pod pilots" on a regular basis. This method consistently challenges and showcases students' grit, reflection, and leadership skills. To bridge the gap between theory and practice, pilotED expects its students to venture into their communities on a regular basis to implement the skills they have acquired. This emphasis on student-driven learning and action will ensure that scholars can effectively manage and teach small and large groups long before they arrive in high school, and will help ensure generational shifts for years to come.

f Share (https://www.facebook.com/dialog/feed?app_id=1001411129915664&display=popup&caption=pilotED%20Schools&link=http%3A%2F%2Fwww.newschools.org%2Fventure%2Fpiloted-school%2F&description=pilotED%20School%20will%20be%20the%20first%20community%20school%20in%20a%20new%20charter%20organization%20in%20Indianapolis%20Indiana%27s%20urban%20E2%80%A6)

t Tweet (<http://twitter.com/intent/tweet?text=pilotED%20Schools%20http%3A%2F%2Fwww.newschools.org%2Fventure%2Fpiloted-school%2F>)

e Email (mailto:?subject=pilotED%20Schools&body=pilotED%20School%20will%20be%20the%20first%20community%20school%20in%20a%20new%20charter%20in%20Indianapolis%20Indiana%27s%20urban%20E2%80%A6%20ht



Meet The 10 Teach For America Alumni On The 2017 Forbes 30 Under 30

A look back at the 10 Teach For America alumni who made this
past year's Forbes 30 Under 30.

By The TFA Editorial Team

Wednesday, January 4, 2017

EDUCATION

Jacob Allen and Marie Dandie (Chicago-Northwest Indiana '13)
Co-Founders, [pilotED Schools](#)

This Chicago-based education nonprofit continues to garner attention for its identity-based curriculum.

Allen (left) and Dandie take pride in fostering “a new kind of elementary school” where students immerse themselves in a triumvirate of curricula that focus on sociological identity, academic excellence, and civic engagement. They plan to expand pilotED to an “identity-based” K-8 charter school in September.

Allen, a 2016 [Social Innovation Award](#) finalist, attended the University of Washington for undergraduate studies and [UCLA](#) for graduate certification. Dandie earned her undergraduate degree from Central Michigan University and her graduate certification from Dominican University. Both attended Northwestern University’s Kellogg School of Management to prepare for school leadership.



by Kate Vandeveld

We write a lot about social entrepreneurs, people who change the world through revenue-generating business models. But as we well know, there are many who find the nonprofit model to be a better fit for their cause. Here are some of the factors to take into consideration when deciding which option is best for your organization or business.

Non-profits are critical in the world of social impact, and their leaders, like social entrepreneurs, are often passionate, driven individuals who see problems and want to find sustainable ways to fix them.

We recently had a chance to connect with Ben DuCharme, co-founder of Chicago-based non-profit pilotED that is working to provide critical support to at-risk middle school students who want to pursue higher education, but lack the necessary resources and guidance to do so.

Here's what he has to say about his work and his experience developing and growing a non-profit:

TELL US A LITTLE BIT ABOUT YOUR CAREER PATH, AND WHAT LED YOU TO START PILOTED.

As a senior science major at University of Wisconsin-Madison I found myself disillusioned with the career paths that lay in front of me. Like many other students, I had partially planned on attending medical school, but fell out of love with the idea of working 24-hour shifts in a hospital. I turned instead toward my other potential career path: teaching. Along with other recent college graduates, I joined Teach For America-Chicago, which gave me the opportunity to dive into urban education. Although naive and consistently

Education Nonprofit Tailored To Students Of Color Wins Global Fellowship

By Tatiana Walk-Morris (WWW.DNAINFO.COM/CHICAGO/ABOUT-US/OUR-TEAM/EDITORIAL-TEAM/TATIANA-WALK-MORRIS) | June 27, 2016 8:25am

| Updated on June 27, 2016 11:58am

@tati_wm (http://twitter.com/tati_wm)



Jacob Allen, co-founder and CEO of educational nonprofit pilotED, was recently named the Black Male Achievement fellow.

Courtesy pilotED

CHICAGO — A Chicago-based education nonprofit is aiming to provide students of color with a teaching style tailored to their specific needs, and its CEO just received an international fellowship to support the cause.

Jacob Allen, co-founder and chief executive of pilotED (<http://www.pilotED.org/>), the education nonprofit focusing on black and Latino students, was selected for the Echoing Green 2016 fellowship, which includes \$90,000 of seed funding for two years and access to investors and other entrepreneurs.

STARTING SCHOOLS WITH JACOB ALLEN

Camelback Ventures · November 11, 2016

*In this fellow
highlight series,
Camelback
Ventures shares
quick snapshots of
our entrepreneurs'
work and
perspectives.*



When Jacob Allen joined the 2015 Camelback Fellow cohort, he knew that he was ready to build a school guided by a very certain ideology. pilotED Schools empowers Chicago's urban students through transformational academic and identity mindsets ensuring that they will be on-track for future academic gains, forever interrupting generational cycles of poverty. Since completing the Camelback Fellowship, Jacob and pilotEd have gone on to be welcomed by [The Aspen Institute](#) and [Echoing Green](#), and are opening their first full-time identity-based charter school this upcoming year!

UW Bothell magic inspires charter school founder

01/12/2017



By Douglas Esser

Jacob Allen (society, ethics and human behavior '12) credits University of Washington Bothell professors for the inspiration behind a school program in Chicago that earned him recognition on the Forbes "30 Under 30 Who Are Changing the World in Education."

The [magazine publication Jan. 3](http://www.forbes.com/profile/piloted-schools/) (<http://www.forbes.com/profile/piloted-schools/>) brought national interest from teachers and potential donors to the after-school program called [pilotED](http://www.piloted.org/) (<http://www.piloted.org/>). Allen, 28, and co-founder Marie Dandie, 27, are preparing to grow the program into a charter school.

Allen, the CEO, and Dandie, the principal, are building a new kind of elementary school with a curriculum based on sociological identity, academic excellence and civic engagement. The name pilotED comes from students who said they wanted to pilot their own education. The concepts come from UW Bothell.

Allen says he was fired up by School of Interdisciplinary Arts & Sciences courses taught by lecturer Georgia Roberts, the late Leslie Ashbaugh and Janelle Silva, assistant professor of community psychology. He valued classes grounded in scientific inquiry taught by Bryan White, senior lecturer in biological sciences.

Allen still rereads books he first opened at Bothell, such as "The Autobiography of Malcolm X." Silva's teachings about gender, race and women aligned with his own passions. He felt "you have the ability to go out and do something about it."

"It was complete magic what was happening in that class," Allen says.

"Jacob Allen's commitment to social justice, community engagement and enacting socially-just change is a stunning example of how theory can be brought into action," says Silva. "His continued success is proof of what students are capable of when given the tools needed to foster change. Whenever students ask me if I have seen people radically change a community for the better, I always point to Jacob Allen."

Allen says the K-8 charter school he and Dandie are developing will introduce gender issues in kindergarten and race in grades 3-4. By the time eighth-grade students are entering high school, they'll be able to engage in civic life, speaking with volunteer organizations and local politicians.

Allen and Dandie founded pilotED in 2013. They were both disappointed with what they saw as an insufficient response in Chicago public schools to poverty and violence. Allen was a Teach for America eighth-grade educator for two years. One of his students was shot in the back by another teen who wanted his jacket.

"It was the most crushing time since I've been here," Allen said.

Allen started an hourlong after school program, inviting about 20 students to talk about home, their neighborhood and the future. When Allen and Dandie realized they were onto something they formed the nonprofit. Now an after-school program run by five people at two schools, pilotED has increased attendance there by 28 percent and reduced suspensions by 88 percent – factors projected to improve graduation.

After a run-in with the teachers' union in Chicago, Allen is working to win a charter school license in another Midwest city. Allen and Dandie pounded out the curriculum at a Starbucks (Allen's favorite drink: black iced coffee). They plan to open the K-8 pilotED school in 2018 with 500 students.

When Allen travels through Seattle on his way to visit his parents who live in Winlock in southwest Washington, he returns to UW Bothell to see friends.



<https://www.uwb.edu/news/january-2017/jacob-allen>

1/2



Helping Students Find Their Identity: How PilotED Tackles Trauma and Civics Education

By [Mary Jo Madda \(Columnist\)](#)

Mar 1, 2017

Jacob Allen was the first-ever youth president for the NAACP in Wisconsin and a Teach for America corps member in Chicago. But it wasn't either of those roles that landed him on the Forbes 30 Under 30 list this past January. Rather, it was his efforts to bring an important topic back into K-12 schools—the idea of a student's self-identity.

In 2013, Allen and his cofounder Marie Dandie created [pilotED Schools](#), an afterschool program that has a three-tiered curriculum, specifically focusing on developing students in the realms of academic success, civic engagement and social identity. Over the last few years, pilotED has worked with more than 100 school students and families on Chicago's South and West Sides.

But pilotED isn't just about helping existing schools anymore. Allen and Dandie will soon be launching the first pilotED brick-and-mortar school—a daunting but unique opportunity. EdSurge sat down with Allen last week to discover how his new school model is tackling themes of trauma and citizenship in the classroom—the stuff that can really impact students' academic success.

I am somebody who is biracial and constantly moved around a lot while growing up. I found myself in classrooms where my identity was never talked about as a student.

Jacob Allen, Co-founder of pilotED

Check out the full interview here as a podcast, or down below as a Q&A.

[Cookie policy](#) [dSurge On Air](#)

SOUNDCLLOUD

EdSurge: Welcome, Jacob! So, you are the CEO and founder of pilotED. Can you give us a little bit of an introduction to what exactly that is?

Jacob Allen: Yep, so pilotED started as an effort of my classroom. I was a seventh grade science teacher, and really found that I myself (as well as other educators in the space) kept coming to an issue of trauma—an issue of self that was never addressed in classrooms. So, what we took on, at that time in 2013, was to create an afterschool program—an afterschool program that centers itself on the racial identity, sociological identity and cultural backgrounds of our students. We wanted to make sure that this was incorporated as a discussion space within the schools that our students were attending on the South and West side of Chicago.

<https://www.edsurge.com/news/2017-03-01-helping-students-find-their-identity-how-pilot-ed-tackles-trauma-and-civics-education>

3/12

Attachment 3.D.1.*Community Events & Outreach*

	Dates	Event
Community Events (<i>learning about the community</i>)	06.11.17 & 06.12.17	Community Conversations About Diversity: Attucks: The School that Opened a City
	06.14.17	Indianapolis Urban League: ESSA 101 and Community Conversation
	06.16.17-ongoing	16 (to-date) pilotED Sidewalk Talks in the Devington / South Lawrence and Bethel Park Communities
	06.26.17	Youth Worker Cafe: Child Abuse and Neglect Promoting Prevention in Early Childhood
	07.31.17	Father Engagement Conference at IN Government Center South
	8.17.17	Paper Tigers Film Screening and Panel Discussion - Ben Davis High School
	8.21.17	LEE Indy EdTalk - Diversity in Education
	8.24.17	Child Advocates meeting to discuss partnership
	9.05.17	Back to School Story Slam
	9.12.17	SAVI Level 1: How to Use the SAVI Website
	9.14.17	Fight for Life Foundation Event at Colts Sport Complex
	9.22.17	Outreach meeting with the Boner Community Center
	9.25.17	LEE Indy EdTalk - School Discipline
	10.6.17	Children's Policy and Law Initiative Summit - Achieving a Fair and More Just Legal System for Youth in Indiana
	9.29.17 & 10.13.17	Meetings and trainings with the Indianapolis Neighborhood Resource Center
	10.10.17	SHANE Community Meeting--Devington Neighborhood Association
	Ongoing:	150+ observation hours done in IPS and township schools---Director of School Culture and Director of Curriculum & Instruction
		Meetings with Enroll Indy, Teach for America (TFA), The New Teacher Project (TNTP), The Mind Trust, Indianapolis Public Schools, and Polis Center

Attachment 3.D.2.*Early-Childhood Education Centers*

ECE Center Name	Point of Contact & Address	Partnership Meeting(s) held?
45 th St KinderCare	Patsy Fleming 6901 E 45 th St	Yes
St. Lawrence Kids Care	Mary Ellen Handley 6950 E 46 th St	Yes
Shining Star Childcare Ministry	Tamikea Burt Brewer, Director 5440 East 38th Street	Yes
Daycare Excellence	Joy Smith 4060 N Grand Ave	Yes

Attachment 3.D.3.*National Partnerships*

Established National Partnerships	Purpose of Partnership
NewSchools Venture Fund	Funding, school business & operations, executive leadership
Leadership for Educational Equity (LEE)	Parent organizing, civic engagement, systems-level change trainings
Charter Board Partners	Governance trainings, governance evaluation systems, full-suite of additional board supports
Teach For America	Funding, teacher leadership, teacher recruitment
Echoing Green	Funding, executive leadership, organizational system-building
EdFuel	Teacher recruitment, strategic planning
Profound Gentlemen	Teacher recruitment
Camelback Ventures	Funding, executive leadership
Forbes	On-going media coverage, executive leadership workshops
Ops360	School business & operations
Kellogg School of Management	Pro-bono nonprofit consulting
McDermott Will & Emery	Pro-bono legal counsel

Attachment 3.D.4.Letters of Support

August 1, 2017

Mr. Ahmed Young
City of Indianapolis, Office of the Mayor
200 E Washington Street, Suite 2501
Indianapolis, IN 46202

Mr. Young,

I am pleased to support Jacob Allen and Marie Dandie's charter application for pilotED, a new Innovation Network Charter School in partnership with Indianapolis Public Schools (IPS). The Mind Trust currently supports Mr. Allen and Ms. Dandie as part of the Innovation School fellowship – one of our three education incubators – and we will continue to support them as they launch their high-performing Innovation Network charter school.

Mr. Allen and Ms. Dandie successfully navigated a rigorous review and selection process for our incubation program, and were then interviewed by a blue-ribbon selection committee that included local and national education experts representing La Plaza, IPS Board of School Commissioners, UNCF, the Walton Family Foundation and the City of Indianapolis. The Mind Trust awarded Mr. Allen and Ms. Dandie an Innovation School Fellowship in 2017.

Mr. Allen and Ms. Dandie bring not only their education experience, but also their entrepreneurial skills as the co-founders of pilotED's afterschool program in Chicago, IL. Their success in positively affecting academic achievement for Chicago students will inform their school design for Indianapolis students.

The Mind Trust provides the fellowship team with up to two years' salary and benefits as they develop their school model. Fellows also receive significant support during their planning time, including individualized professional development and school design opportunities as well as opportunities to travel the country and the world to visit excellent schools. The Mind Trust is also supporting Ms. Dandie's principal residency at Global Preparatory Academy during the 2017-18 school year.

Mr. Allen and Ms. Dandie began the fellowship last month, and have been hard at work refining their school vision, gathering information on local communities and best practices, and connecting with community stakeholders.

The Mind Trust will continue to support Mr. Allen and Ms. Dandie in any way we can. We cannot think of a stronger team of leaders to launch a new Innovation Network Charter school in Indianapolis, and we offer our unreserved support for their application. If we can offer additional insights or detail, please do not hesitate to contact us.

Sincerely,

Brandon Brown
Sr. Vice President, Education Innovation

Kristin Hines
Sr. Director, School Incubation



August 1, 2017

Mr. Ahmed Young
Office of Education Innovation
City of Indianapolis, Office of the Mayor
2501 City-Council Building
200 E Washington Street
Indianapolis, IN 46202

Dear Mr. Ahmed Young,

Please accept this letter as a confirmation of my support for pilotED Schools' efforts in opening an elementary school focused on civic engagement, social identity development, and academic excellence in Indianapolis. We recognize the strong leadership background of Jacob Allen and Marie Dandie and their combined experience in education and entrepreneurship, and we are excited to have school leaders of their caliber serving Indianapolis students.

In my role as a Partner at NewSchools Venture Fund, I have served not only as a funder but also as a thought partner to Mr. Allen and Ms. Dandie as they have developed their instructional model, curriculum, and school culture. I have witnessed their deep commitment to the students they intend to serve, as well as their disciplined, thoughtful decision-making process as they have worked to bring pilotED to fruition.

I am excited to support pilotED Schools in their endeavor to serve students and families in Indianapolis and look forward to supporting pilotED's future impact. Mr. Allen and Ms. Dandie have been unyielding in their commitment to execute pilotED's vision for years to come. I look forward to their growth and their journey as they seek to change the educational narrative of Indianapolis.

Sincerely,

DocuSigned by:

Arielle Rittvo Kinder

1012DFCE990F442

Arielle Rittvo Kinder
Partner



August 1, 2017

Mr. Ahmed Young
Office of Education Innovation
City of Indianapolis, Office of the Mayor
2501 City-Council Building
200 E Washington Street
Indianapolis, IN 46202

Dear Mr. Ahmed Young,

Please accept this letter as a confirmation of my support for pilotED Schools' efforts in opening an elementary school in Indianapolis that focuses on civic engagement, social identity development, and academic excellence. We recognize the strong leadership background of Jacob Allen and Marie Dandie and their combined experience in education and entrepreneurship, and are excited to have school leaders of their caliber serving our students.

In my various capacities as an integral member of the Indianapolis community, I have been able to witness firsthand the dedication of Mr. Allen and Ms. Dandie as they tirelessly work to ensure that a school is created not only providing an educational curriculum but one with an environment that cultivates child development, family cohesion, and a balance of social responsibility.

I am excited to support pilotED Schools in their endeavor to serve hundreds of students and families in Indianapolis and look forward to supporting pilotED's future impact. Mr. Allen and Ms. Dandie have been unyielding in their commitment to execute pilotED's vision for years to come. I look forward to their growth and their journey as they seek to change the educational narrative of Indianapolis.

Sincerely,

Devina Janisa Jani, MSW, ACSW
317.658.6701

August 8, 2017

Mr. Ahmed Young
Director, Mayor's Office of Education Innovation
City of Indianapolis
Office of the Mayor, Joe Hogsett
200 East Washington Street, 2501 City-County Bldg
Indianapolis IN 46204
United States

Re: pilotED School Support for Expansion in Indianapolis
pilotED - New Charter School - 2017-082.OPP

Dear Ahmed:

Please accept this letter as a confirmation of my support for pilotED Schools' efforts in opening an elementary school that focuses on: civic engagement, social identity development, and academic excellence in Indianapolis. Through our interaction with pilotED, Schmidt Associates recognizes the strong leadership background of Jacob Allen and Marie Dandie along with their combined experience in education and entrepreneurship. We are excited at the prospect of having school leaders of their caliber serving our students.

In my role as a Partner and Principal-in-Charge at Schmidt Associates; I have witnessed pilotED's enthusiasm and drive to learn from those who are invested and integrated in the Indianapolis Community. I have been impressed by their strategy of walking neighborhoods, talking to residents to gain a deeper knowledge of each specific neighborhood's culture and greatest need. It is clear to me they are focused on finding the best opportunity to implement their mission; that every child, no matter how difficult it might be, is given the chance to set their own goals toward success and empowerment.

I am excited to support pilotED Schools in their endeavor to serve hundreds of students and their families in Indianapolis. Mr. Allen and Ms. Dandie have been unyielding in their commitment in executing pilotED's vision. I look forward to their growth, journey, and the positive impact they will display as they seek to change the educational narrative of Indianapolis.

Sincerely,

SCHMIDT ASSOCIATES, INC.

• Engineering • Interior Design • Landscape Architecture



Anna Marie Fish-Burrell, AIA, RID
Principal-in-Charge
aburrell@schmidt-arch.com



415 Massachusetts Avenue
Indianapolis, IN 46204
317.263.6226
317.263.6224 (fax)
www.schmidt-arch.com

Principals

Wayne Schmidt, HOD, FAIA
Tom Fowler, AIA, LEED AP
Suzuki Hargrave, AIA, LEED AP
Diana Bakos, AIA, LEED AP
Tom Neff, AIA, RID, LEED AP
Kevin Shelley, AIA, LEED AP
Brett Quardt, CDA
Anna Marie Burrell, AIA, RID
Lisa Gomperts, FAIA, LEED AP
Kyle Miller, PE, LEED AP

Associates

Steve Alsop, AIA, LEED AP
Ben Bean, CPSM
Ryan Benson, AIA
Eric Byrnes, PE, CEM
Duane Cart, AIA, CMG/OE, LEED AP
Craig Fendemyer, RUA, LEED AP
Jim Hartzel, AIA
Greg Hornstead, AIA, LEED AP
Cindy McLeod, AIA
Steve Schaefer, AIA, LEED AP
Megan Scott, CPSM
Charlie Wilson, CPD, LEED AP
Mary Ellen Wolf, AIA, LEED AP
Liming Zhang, RUA, CPESC, LEED AP

Registered Professionals

Jeff Burnett, PE
Alicia Coffee, RID, RID
Shane Cox, PE
Matt Dyer, CTS, MCSE
Laura Harbin, RID, RID
Allen Jaramba, PE
Eddie Layton, AIA, LEED AP
Robin Leasing, CSI, OCCA
Tom Nix, RA
Jeff Reed, PE
Susan Sigman, SHRM-SCP, SHRM
Chuck Thompson, CSI, CCS
James Wolfe, PE

August 1, 2017

Mr. Ahmed Young
City of Indianapolis, Office of the Mayor
200 E Washington Street, Suite 2501
Indianapolis, IN 46202

Mr. Young,

I am pleased to support Jacob Allen and Marie Dandie's charter application for pilotED, a new Innovation Network Charter School with an innovative, rigorous academic program centered on student identity and civic engagement.

Global Preparatory Academy currently hosts Ms. Dandie as a resident principal with responsibilities to directly supervise and coach teachers in grades K-2, in addition to other school operations.

Personally, I have found Ms. Dandie to be a natural school leader with a keen instinct for academic rigor, a natural leadership presence with teachers and a passionate advocate for students. I am thrilled to continue working with her to advance student achievement in our school.

I have no doubt that pilotED will be a successful and important school the community it will serve.

Sincerely,

A handwritten signature in black ink that reads "Mariama Carson". The script is fluid and cursive, with a long horizontal flourish at the end of the name.

Mariama Carson
Founder & Principal



August 9, 2017

Mr. Ahmed Young
Office of Education Innovation
City of Indianapolis, Office of the Mayor
2501 City-Council Building
200 E Washington Street
Indianapolis, IN 46202

Dear Ahmed,

Please accept this letter as confirmation of my support for pilotED Schools' efforts in opening an elementary school in Indianapolis focusing on civic engagement, social identity development, and academic excellence. Having known them both for a number of years, I recognize the strong, values-driven leadership Jacob Allen and Marie Dandie bring to Indianapolis and our school children. I'm excited to have school leaders of their caliber serving our students.

In my former role as Managing Director, Development at TFA in Chicago and now as Executive Director of TFA in Indy, I've witnessed them both grow both as educators and organizational leaders. pilotED started with a supplemental services nonprofit model in schools. As Jacob and Marie learned more, realizing the deep impact of their programming on students and the limitations of their existing model, they pivoted and sought to build an entire school around their foundational concepts of civic engagement, social identity development, and academic excellence. They've stood out as exemplar educators. They have tested, refined and honed their model over time. They've built a team. And, they've rallied and grown community support for their vision and strategy, formerly in Chicago and now in our city. We are lucky to have tested and humble leaders like Jacob and Marie seeking to educate and develop our city's future leaders.

Their powerful school vision and model is needed in our community now more than ever. I believe they have what it takes to successfully bring it to fruition over time. And, they will have my support and that of Teach For America in the long haul effort. It's my hope that you and the Office of Education Innovation will support their efforts as well.

Please don't hesitate to be in touch with any questions or concerns. I'll be eager to connect.

Warmly,

Amar Patel
Executive Director
Teach For America – Indianapolis



October 16, 2017
Office of Education Innovation
City of Indianapolis, Office of the Mayor
2501 City-Council Building
200 E Washington Street
Indianapolis, IN 46202

Dear Office of Education Innovation,

As an involved member of the Indianapolis community and as the Community Development Specialist at the Indianapolis Microsoft store, please accept this letter as a confirmation of my support for pilotED Schools' efforts in opening an elementary school in Indianapolis that focuses on civic engagement, social identity development, and academic excellence. After meeting with Jacob Allen and hearing about the plans to launch such a special school, I am truly excited to have school leaders of their caliber serving our students.

I am excited to partner with pilotED Schools to offer various programs for students, families, and community members. Their team has been unyielding in their commitment to meet with potential partners to make their first school a success. I look forward to their growth and their journey as they seek to change the educational narrative of Indianapolis and I look forward to partnering with them further.

Sincerely,

A handwritten signature in black ink, appearing to read "Ayana Carter", with a long, sweeping horizontal line extending to the right.

Ayana Carter
Community Development Specialist, Microsoft

October 13, 2017
Office of Education Innovation
City of Indianapolis, Office of the Mayor
2501 City-Council Building
200 E Washington Street
Indianapolis, IN 46202



Dear Office of Education Innovation,

As an involved member of my community and as a director of early childhood in the community, please accept this letter as a confirmation of my support for pilotED Schools' efforts in opening an elementary school in Indianapolis that focuses on civic engagement, social identity development, and academic excellence. After meeting with one of their leadership team members and hearing about the plans to launch such a special school, I am truly excited to have school leaders of their caliber serving our students.

I am excited to support pilotED Schools in their endeavor to serve hundreds of students and families in Indianapolis and look forward to supporting pilotED's future impact. I look forward to their growth and their journey as they seek to change the educational narrative of Indianapolis.

Sincerely,

A handwritten signature in black ink, appearing to read "Patsy Fleming". The signature is fluid and cursive, with the first name "Patsy" and last name "Fleming" clearly distinguishable.

Patsy Fleming



October 16, 2017
Office of Education Innovation
City of Indianapolis, Office of the Mayor
2501 City-Council Building
200 E Washington Street
Indianapolis, IN 46202

Dear Office of Education Innovation,

My name is Anurag Gupta and I am the Founder & CEO of BE MORE, a national organization that unleashes human potential through breaking bias trainings and practices. I am writing this letter as a confirmation of my support for pilotED Schools' efforts in opening an elementary school in Indianapolis that focuses on civic engagement, social identity development, and academic excellence. After getting to know Jacob Allen and hearing about pilotED's plans to launch such a transformational school, I am truly excited to see such leaders serving this nation's students.

We at BE MORE have trained over 4,000 leaders in the education, healthcare, and business sectors – including at The Institute for Healthcare Improvement (IHI), New York University, Barclays Bank, and TED – in evidence-based tools to hack bias to improve the lives of community stakeholders, reduce wasted costs associated with bias, and enhance employee engagement and performance. We will be seeking the opportunity to partner with pilotED to provide high-caliber breaking bias trainings in the coming years. We at BE MORE share pilotED's unyielding commitment to make their first school a success and a model for schools across the nation. I look forward to their growth and their journey as they seek to change the educational narrative of Indianapolis and I look forward to potentially partnering with them further. Please feel free to call or email me should you have any questions.

Sincerely,

Anurag Gupta, Esq.
Founder & CEO, BE MORE
anurag@bemoreamerica.org | (347) 330-0311
www.bemoreamerica.org

CharterBoardPartners

great boards for great schools

August 28, 2017

Mr. Ahmed Young
Office of Education Innovation
City of Indianapolis, Office of the Mayor
2501 City-Council Building
200 E Washington Street
Indianapolis, IN 46202

Dear Mr. Ahmed Young,

Please accept this letter as a confirmation of my support for pilotED Schools' efforts in opening an elementary school in Indianapolis that focuses on civic engagement, social identity development, and academic excellence. I recognize the strong leadership background of Jacob Allen and Marie Dandie and their combined experience in education and entrepreneurship, and are excited to have school leaders of their caliber serving Indianapolis students.

In my role as Chief Governance Officer with Charter Board Partners I have worked with many boards both new and established. I was impressed with Mr. Allen, Ms. Dandie and the rest of the board for being proactive in learning about how to be effective charter board members and setting up a foundation for how the board will operate prior to receiving a charter. During a retreat I facilitated for the board, I witnessed their deep understanding and accountability of providing high quality academic and learning opportunities for all students. Unfortunately, this is not the case for many boards I work with.

Charter Board Partners is excited to support pilotED Schools in their endeavor to serve hundreds of students and families in Indianapolis and look forward to supporting pilotED's future impact. Mr. Allen and Ms. Dandie have been unyielding in their commitment to execute pilotED's vision for years to come. I look forward to their growth and their journey as they seek to change the educational narrative of Indianapolis.

Sincerely,

Debbie Lister

Debbie Lister
Chief Governance and Program Operations Officer
Charter Board Partners



THINK BIG
BE BOLD
DRIVE CHANGE

482 Seventh Avenue
Thirteenth Floor
New York, NY 10018
(212) 689-1165
echoinggreen.org

August 14, 2017

To: Mr. Ahmed Young, Office of Education Innovation
From: Cheryl Dorsey, President, Echoing Green

Re: pilotED Schools Letter of Support

As President of Echoing Green, a leading social enterprise funder, I have had occasion to work with thousands of social entrepreneurs, philanthropists and business, government and social sector leaders. Echoing Green has a 30 year history of investing in the social change leaders of tomorrow. In 2016 we chose Jacob Allen as an Echoing Green Fellow for his organization pilotED Schools. The mission of pilotED Schools is to empower the identities of their students from kindergarten to the eighth grade to ensure transformed academic and professional futures.

Through the academic and social-emotional empowerment of students, families, and community members, their model which focuses on civic engagement, social identity development and academic excellence strives to forever change the Indianapolis educational landscape. pilotED has created a strong movement of supporters, families, and students both in the city of Chicago and Indianapolis. I am excited to witness the continuation of this movement within the opening of their new elementary school in Indianapolis.

Founded by General Atlantic in 1987, Echoing Green has become the world's leading angel investor in young social entrepreneurs and a recognized pioneer in the field. Our fellowship program model begins with a social business plan competition generating close to 3,000 submissions annually from over 100 countries and ends with a less than 2% acceptance rate. Echoing Green Fellows receive start-up funding, customized technical and other support services, and access to our global network—cash and in-kind supports valued at close to \$230,000 over two years.

Over the past 25 years, Echoing Green has invested in close to 600 young, untested social innovators working on some of the toughest social problems of our time. Well-known alumni include Wendy Kopp, founder of Teach for America; Vikram Akula, founder of SKS Microfinance; Michael Brown and Alan Khazei, co-founders of City Year; Maya Ajmera, founder of Global Fund for Children; and Michelle Obama, First Lady of the United States and founder of Public Allies Chicago.

While Jacob Allen is an Echoing Green Fellow, I can speak to both Jacob and Marie's dedication and commitment to this work. I had the pleasure of meeting both Jacob and Marie at Teach for America's 2016 Social Innovation pitch event in Washington, DC. This event is a convening of Teach for America's top 10 social entrepreneurs from across the nation looking to make big impact in under-served communities. Simply put, in a room full of educators, they stood out because of their extraordinary gift of listening to the needs of their children and more importantly an unwavering commitment to building an exceptional school model.

BOARD OF DIRECTORS

David Hodgson, Co-Chair
General Atlantic LLC

Maya Ajmera, Co-Chair
Society for Science & the Public
1993 Echoing Green Fellow

Marc Salowitz, Treasurer
American Securities

Esther T. Benjamin
Laureate Education, Inc.

Steven P. Buffone
Gibson Dunn

Guy de Chazal

Cheryl L. Dorsey
Echoing Green
1992 Echoing Green Fellow

Margerie Giroux

David Isenoff

Rafa Kalam Id-Din
Teaching Ethics of America
2007 Echoing Green Fellow

Andrew Kassory
B Lab

Dr. Marie Kelly

Josh Malman
Social Venture Network

Carter McClelland
Union Square Advisors

Ajay Nagpal
Millennium Management LLC

Raj Panjabi
Last Mile Health
2011 Echoing Green Fellow

Dana Propper de Galatin
Crakers
1990 Echoing Green Fellow

Peggy Segal

Adam Shapiro
East Rock Capital LLC

Karen Kehala Sherwood
Imagine Entertainment

Robbert Vorseff
General Atlantic LLC

Daniel Weiss

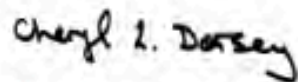
Larry Wiesneck
Roundtable Investment Partners

With a 30 year history of investing in the social change leaders of tomorrow, Echoing Green has seen its fair share of innovative organizations in the education space. For the past 20 years, leaders have been trying to solve the school-to-college pipeline problem. The time has come for us to broaden the pathways of what success can look like for students. pilotED's approach opens the door for quicker solutions to that problem of what success is, and the problems that educators are looking to solve in the 21st century.

I am excited to support pilotED Schools in their endeavor to serve hundreds of students and families in Indianapolis and look forward to supporting pilotED's future impact. Jacob and Marie have been unyielding in their commitment to execute pilotED's vision and the combination of their personal qualities and pilotED's model make us avid believers in his potential for big and bold change. I look forward to their growth and their journey as they seek to change the educational narrative of Indianapolis.

If you have any questions or concerns, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink that reads "Cheryl L. Dorsey". The signature is written in a cursive, flowing style.

Cheryl Dorsey
President
Echoing Green



September 12, 2017

Mr. Ahmed Young
Office of Education Innovation
City of Indianapolis. Office of the Mayor
2501 City-Council Building
200 E Washington Street
Indianapolis, IN 46202

Dear Mr. Ahmed Young,

Please accept this letter as a confirmation of my support for pilotED Schools' efforts in opening an elementary school in Indianapolis that focuses on civic engagement, social identity development, and academic excellence. As a community-driven leader, I recognize the strong leadership background of Jacob Allen and Marie Dandie and their combined experience in education, entrepreneurship, community engagement, and are excited to have school leaders of their caliber serving our students.

In my role as Community Engagement Manager at Enroll Indy, I have witnessed their enthusiasm and desire to make Indianapolis an even stronger city of choice. By seeking out partnerships within the community, meeting with families, community leaders, stakeholders and participating at events throughout the city, it is clear that they understand the need for authentic community engagement. I support their efforts in engaging the community and putting it first!

I am excited to support pilotED Schools in their endeavor to serve hundreds of students and families in Indianapolis and look forward to supporting pilotED's future impact. Mr. Allen and Ms. Dandie have been unyielding in their commitment to execute pilotED's vision for years to come. I look forward to their growth and their journey as they seek to change the educational narrative of Indianapolis.

Sincerely,

Lauren I Peterson
Manager of Community Outreach and Engagement
Enroll Indy

August 14, 2017

Mr. Ahmed Young
Office of Education Innovation
City of Indianapolis, Office of the Mayor
2501 City-Council Building
200 E Washington Street
Indianapolis, IN 46202

Dear Mr. Ahmed Young,

Please accept this letter as a confirmation of my support for pilotED Schools' efforts in opening an elementary school in Indianapolis that focuses on civic engagement, social identity development, and academic excellence. After partnering with one of their leadership team members and hearing about the plans to launch such a special school, I am truly excited to have school leaders of their caliber serving our students.

I am excited to support pilotED Schools in their endeavor to serve hundreds of students and families in Indianapolis and look forward to supporting pilotED's future impact. Their team has been unyielding in their commitment to meet with community members and local organizations to execute pilotED's vision for years to come. I look forward to their growth and their journey as they seek to change the educational narrative of Indianapolis.

Sincerely,

Signature: Breck Taylor

Printed Name: Breck Taylor

Role: Manager

Organization/Business Name: MASTER Barber

Email: _____

August 14, 2017

Mr. Ahmed Young
Office of Education Innovation
City of Indianapolis, Office of the Mayor
2501 City-Council Building
200 E Washington Street
Indianapolis, IN 46202

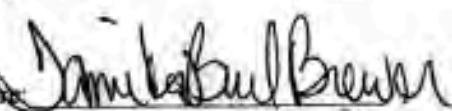
Dear Mr. Ahmed Young,

Please accept this letter as a confirmation of my support for pilotED Schools' efforts in opening an elementary school in Indianapolis that focuses on civic engagement, social identity development, and academic excellence. After partnering with one of their leadership team members and hearing about the plans to launch such a special school, I am truly excited to have school leaders of their caliber serving our students.

I am excited to support pilotED Schools in their endeavor to serve hundreds of students and families in Indianapolis and look forward to supporting pilotED's future impact. Their team has been unyielding in their commitment to meet with community members and local organizations to execute pilotED's vision for years to come. I look forward to their growth and their journey as they seek to change the educational narrative of Indianapolis.

Sincerely,

Signature:



Printed Name:

Tamika Burt Brewer

Role:

Director

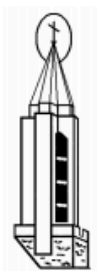
Organization/Business Name:

Shining STAR Childcare Ministry

Email:

mika.tytn@yahoo.com

317-366-6453



LAWRENCE United Methodist Church

5200 N Shadeland Ave Indpls, IN 46226 (317) 546-1724

October 20, 2017

Office of Education Innovation
City of Indianapolis, Office of the Mayor
2501 City-Council Building
200 E Washington Street
Indianapolis, IN 46202

Praise the Lord! This letter is sent in support of the PilotED School. I and my staff have meet with Darreyel Laster and he has shared the groups passion for education and involvement in our community.

Our church is the neighborhood of the proposed location and we look forward to being involved and giving support where able, much like we have with Brooke Park and Harrison Hill elementary schools.

We continue to pray for the success of our community and we welcome allies and partners to make a stronger Lawrence and a stronger Indianapolis.

Pastor Joseph Johnson



October 15, 2017

Mr. Ahmed Young
Office of Education Innovation
City of Indianapolis, Office of the Mayor
2501 City-Council Building
200 E Washington Street
Indianapolis, IN 46202

Dear Mr. Ahmed Young,

Please accept this letter as a confirmation of my support for pilotED Schools' efforts in opening an elementary school in Indianapolis that focuses on civic engagement, social identity development, and academic excellence. I recognize the strong model of pilotED and I am excited to have a school leader such as Marie Dandie serving our students.

In my role as President at Lee & Books, I have witnessed Marie Dandie and have been extremely impressed by the passion and energy that she brings to her work.

Lee & Low Books is excited to support pilotED Schools in their endeavor to serve hundreds of students and families in Indianapolis and look forward to supporting pilotED's future impact. Ms. Dandie has been unyielding in her commitment to execute pilotED's vision for years to come using a strong identity development model. I look forward to their growth and their journey as they seek to change the educational narrative of Indianapolis.

Sincerely,

Craig Low
President

Attachment 3.F.1.

Detailed budget found in separate excel document

Attachment 3.F.2.

First Page of Grant Agreement: NewSchools (2016-2017)



March 28, 2016

Grant Number: PILOT - 0316

Jacob Allen
pilotED Schools
PO Box 47845
Chicago, IL 60647

Dear Jacob:

We are delighted to inform you that **NewSchools Venture Fund (NewSchools) will provide pilotED Schools (pilotED) with a grant of \$150,000**, to be paid according to the schedule below.

Purpose of Grant

This grant has been provided to advance specific activities of pilotED which NewSchools has determined are consistent with its own charitable purposes: These specific activities are as follows:

- The development of key components of the Innovative Schools Launch Application. These components include but are not limited to the following:
 - Organization mission and vision;
 - Organizational strategy;
 - Instructional model;
 - Expanded definition of student success;
 - Human capital strategy (school and organization) including the organization's approach to diversity;
 - Community Engagement Plan;
 - Financial model (school and organization);
 - Facility Plan; and
 - Governance Model including the organization's approach to diversity
 - A detailed governance and management plan with a specific focus on how the organization will further diversify the race and ethnicity of their board and leadership team
 - A tactical project plan with key milestones to ensure a strong operational launch; and
 - A detailed and realistic financial model that demonstrates financial sustainability on recurring public revenue no later than year four of operation.
- Attend and actively participate in check-in calls, site visits, our annual NewSchools Summit and other networking, professional development, and field-building events that we sponsor for our portfolio
- Provide academic, operational and financial data and information as requested in a timely manner

Working Relationship between pilotED and NewSchools

In addition to providing a grant, we are committed to an open, constructive relationship in support of your organization and its mission.

NewSchools Commitments

The pilotED team can expect the following as part of a relationship with NewSchools:

NewSchools Venture Fund | 1970 Broadway, #350 | Oakland, CA 94612
t: 415.615.6860 | f: 415.615.6861 | www.newschools.org



July 20, 2017

Grant Number: PILOT-0717

Jacob Allen
CEO
PilotED
1630 N Meridian St., Suite 450
Indianapolis, IN 46204

Dear Jacob:

We are delighted to inform you that NewSchools Venture Fund (NewSchools) will provide PilotED a grant of \$150,000, over the time period August 1, 2017 to July 30, 2018.

Purpose of Grant

This grant has been provided to advance specific activities of PilotED, which NewSchools has determined are consistent with its own charitable purposes. These specific activities are as follows:

- Planning for a successful launch of PilotED, a Kindergarten – 8th grade school in the Fall of 2018 located in Indianapolis, with an instructional program centered student identity and purpose. The school will serve approximately 729 students by at full enrollment. Planning efforts include, but are not limited to:
 - Working towards attaining charter/district approval;
 - Securing a facility;
 - Hiring a school leader and critical leadership team members; and
 - Developing other critical operational components (e.g. student recruitment and community engagement plans, staff hiring and onboarding plans, financial model, governance model, an organizational approach to diversity, equity, and inclusion, etc.)

Specific emphasis for this planning period should include:

Attachment 3.F.3.

Echoing Green Agreement

S&C Comments of May 16, 2016

ECHOING GREEN FELLOWSHIP --AGREEMENT--

This Agreement ("**Agreement**") is made and effective as of July 1, 2016, by and among **Jacob Allen** of 2530 N Rockwell St. Chicago, IL 60647 (the "**Fellow**"), **pilotED Schools**, a **non-profit** with offices located at 1 N State St, 15th Floor Chicago, IL 60602 (along with any and all past and present parents, affiliates and subsidiary entities, the "**Organization**"), and **Echoing Green**, an organization with offices located at 462 7th Ave, 13th Floor, New York, NY 10018 ("**Echoing Green**").

Echoing Green, the Fellow and the Organization hereby agree as follows:

A. Summary of Benefits

As a member of the Echoing Green community of fellows, the Fellow will have access to the following benefits during the Term (as defined in Section B below), all of which are contingent upon the Fellow's and the Organization's compliance with the terms and conditions outlined in this Agreement:

1. Subject to the terms and conditions of this Agreement, the Organization, on behalf of the Fellows, will receive a grant of \$80,000 to be paid in four installments of \$20,000 (the "**Grant**"). If the organization is structured as a for-profit or other type of entity that permits distribution of profit to shareholders (a "**For-Profit Structure**"), then the Grant will be in accordance with the additional terms set forth in Addendum A, attached hereto and made a part hereof;
2. Reimbursement of reasonable and customary health insurance expenses, up to \$4,000 / year, provided that such expenses are documented in writing and provided to Echoing Green prior to such reimbursement;
3. Reimbursement for pre-approved professional development expenses, via the Echoing Green Leadership Development Fund, of up to \$1,000 per year, provided that such expenses are documented in writing and provided to Echoing Green prior to such reimbursement;
4. Participation in four Echoing Green fellow convenings in accordance with Section C (4); and
5. Access to reasonable leadership capacity building and technical support, pro bono services, and support from the community of Echoing Green staff, fellows, and other supporters.

All obligations of the Fellow and the Organization under this Agreement shall be joint and several.

B. Fellowship Term

The term of the Echoing Green fellowship shall be July 1, 2016 through June 30, 2018 (the "**Term**"). If the Fellow and the Organization remain in compliance with the terms of this Agreement and the Echoing Green Fellow Handbook throughout the Term, upon conclusion of said Term, the Fellow will be officially inducted into the Echoing Green Fellow At Large community.

For the avoidance of doubt, this Agreement includes requirements that may apply after the conclusion of the Term, including but not limited to the requirements set forth in Sections C(4), C(5), C(9), C(10), C(11), E(21) and Addendum A.

C. Requirements of the Echoing Green Fellowship

1. Use of Grant. The Grant is made only for the purposes of the Organization as stated in the Fellow's application to Echoing Green (the "**Application**"). The Grant shall be used for the Organization and for no other purpose. No substantial variances in the Organization's purposes may be made from the Application and subsequent approved reports, without Echoing Green's prior approval in writing.



The Mind Trust

Great schools. Innovative ideas. Every student.

THE MIND TRUST FELLOWSHIP COLLABORATION AGREEMENT

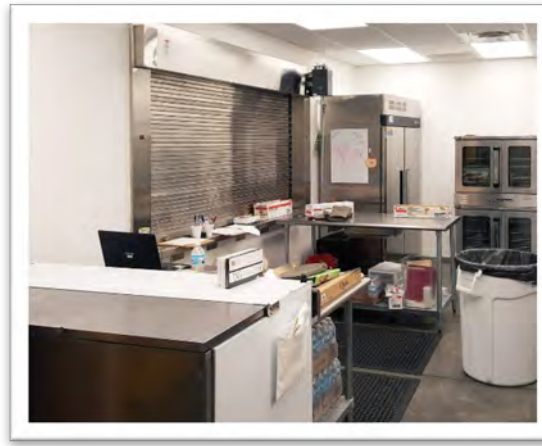
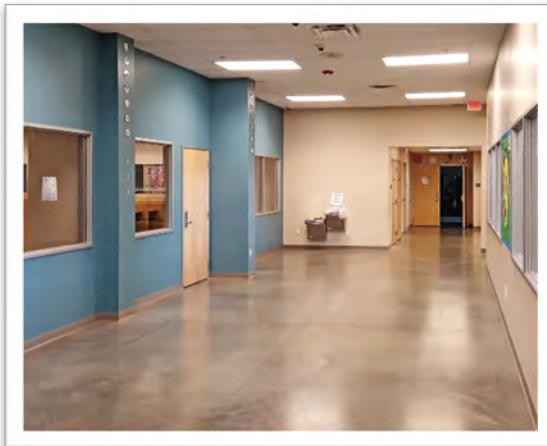
This Agreement (the "Agreement") is entered into this July 1, 2017 (the "Effective Date"), among The Mind Trust, Inc. ("TMT"), pilotED Schools, Inc. (the "Collaborating Organization"), and Global Preparatory Academy, Inc. (the "Assisting Organization"), pursuant to the terms and conditions set forth herein.

1. Purpose of fellowship. TMT has selected the Collaborating Organization to participate in a program to develop a new school that will be launched as an Innovation Network Charter School with Indianapolis Public Schools (IPS). As part of that selection, TMT will pay a fee to the Collaborating Organization pursuant to the terms of this Agreement. The Collaborating Organization will employ an individual who will serve as a fellow (the "Fellow"), in accordance with the terms of this Agreement, who will lead the program within the Collaborating Organization to develop the school. In support of the fellowship, the Assisting Organization agrees to assist the Collaborating Organization by employing Fellow for a portion of the Term in accordance with the provisions of Exhibit C, and for such commitment the Collaborating Organization shall be paid a fee by the Assisting Organization as set forth in Exhibit C. In the year following the fellowship, Fellow will lead his/her school according to his/her Innovation Network Charter School agreement with IPS.
2. Fellowship Fee. TMT will provide the Collaborating Organization with a \$180,000 fee (the "Fee") to use in developing and launching an Innovation Network Charter School during the term of the fellowship, in accordance with the terms of this Agreement. TMT shall not pay any fee to the Assisting Organization. Payment to the Collaborating Organization by the Assisting Organization shall be governed by Exhibit C.
3. Term. The term of this Agreement (the "Term") begins on the Effective Date and will end on the termination date of June 30, 2018.
4. Fee payment terms. The Collaborating Organization will provide accountability reporting on a monthly basis to TMT management by the 15th of each month starting with August 15, 2017. The Fee will be disbursed in the form of quarterly payments according to the completion of corresponding accountability milestones identified in Exhibit B with each such quarterly disbursement being paid within two weeks after the corresponding accountability report is submitted. All disbursements shall be made directly to the Collaborating Organization.

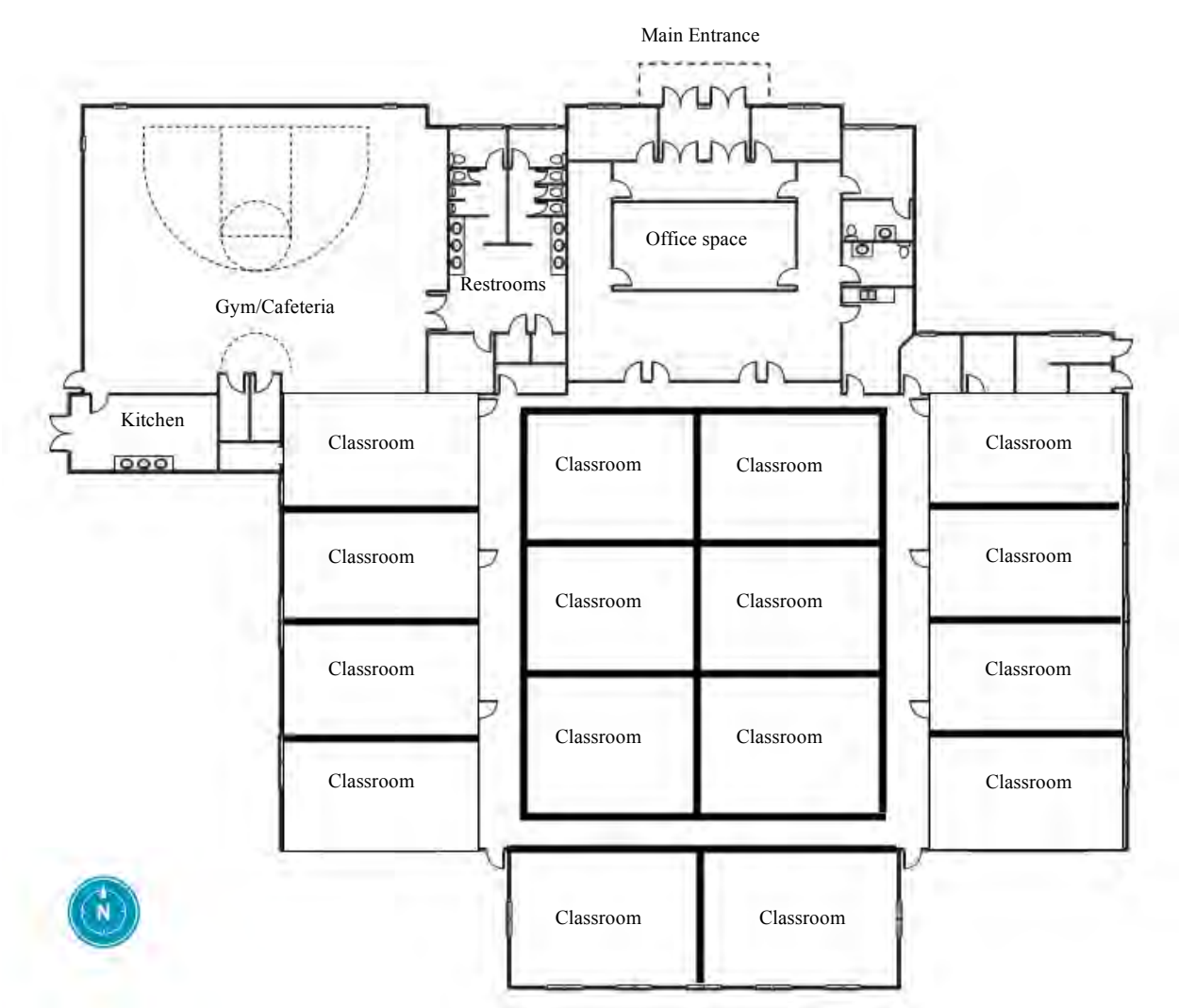
Attachment 3.G.1

Carpe Diem Facility
4410 N. Shadeland Ave.

Photos (*current condition*)



Proposed Floorplan (Y1)



Proposed Expansion (Y4 or Y5 or Y6)



Attachment 3.H.1.

Letter of Insurance Coverages



Insurance Estimate: pilotED Schools

Prepared on: October 15, 2017

By: Chad Miller

To Whom It May Concern:

We appreciate the opportunity to provide the outlined Insurance estimate for pilotED Schools.

Miller Insurance group has operated as an independent agency in Indiana since 1937. We have earned outstanding relationships built on trust, industry knowledge, and service excellence. We are a supporter of quality education in Indiana, whether it be a traditional public school, charter school, or independent school, we want all students in Indiana to have the opportunity to receive an excellent education regardless of the zip code in which they are born. One of our agents, Chad Miller, spent six years working in a public charter school, four of which were as an administrator. Our agency is uniquely positioned to provide coverage which meet the requirements of the law and ICSB, and to advise our clients on school-specific strategies to mitigate risk.

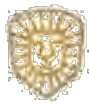
Indiana Charter School Board General Requirements

- We are licensed to do business in The State of Indiana as required by law.
- We will utilize the following carriers, which are admitted in the State of Indiana, to place Gateway Preparatory Academy's exposure: Hanover Insurance, Liberty Mutual, Markel, Selective, and Travelers Insurance. We also have access to secondary markets in the event Gateway Preparatory school is not able to be placed with a standard carrier.
- We will only place this school with at least an "A" rated insurance carrier as determined by A.M. Best rating guidelines.

Indiana Charter School Board Minimum Insurance Requirements

On behalf of Gateway Preparatory Academy, the following coverages can be secured to meet all requirements of the ICSB and/or additional insureds as appropriate:

- **Workers' Compensation Liability:** Workers' compensation for all employees as required by Indiana law (see IC § 22-3).
- **Commercial General Liability:** Commercial general liability in an occurrence form, with limits of



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sanctioned functions that may take place outside of normal school hours. As noted above, a copy of the endorsement reflecting these additions must be submitted to the ICSB.

- **Educators' Legal Liability (including Directors' and Officers' and Employment Practices Liability):** Liability insurance covering the school and its directors and officers from liability claims arising from wrongful acts, errors or omissions with regard to the conduct of their duties related to operation and management of the school with limits of not less than \$1,000,000 per occurrence and \$3,000,000 aggregate.
- **Automobile Liability:** Required when any motor vehicle (whether owned, non-owned or hired) is used in connection with all school business, including school-sanctioned functions that may take place outside of ICSB Insurance Requirements Page 2 normal school hours, with limits of not less than \$1,000,000 per occurrence for bodily injury and property damage. NOTE: such liability insurance provides coverage for the school only. The ICSB strongly encourages schools to establish a policy whereby any school employee who drives a personally-owned vehicle for school-related business (including field trips or conferences) must have personal auto coverage of at least \$100,000, and that all such employees must provide certificates of insurance to keep on file at the school.
- **Umbrella/Excess Liability:** Umbrella or Excess Liability Insurance with limits of not less than \$3,000,000 to provide additional limits for underlying general, automobile, employers' and educators' legal liability.
- **Property Insurance:** Property insurance from an A-rated insurance carrier for full Replacement Cost of property, whether by lease or other agreement, from physical loss or damage. Such insurance shall cover boiler and machinery exposures and business interruption/ extra expense losses. If the charter school is leasing its property, the ICSB will accept insurance in the name of either the school or the property owner.
- **Student Accident Coverage:** All Indiana High School Athletic Association (IHSAA) schools must include coverage for athletic participation.
- **Employee Dishonesty Liability:** Employee Dishonesty liability insurance in the amount of at least \$250,000 for all school employees. Note that the state of Indiana has specific fidelity bond requirements for certain school employees.
- **Cyber Liability:** Schools may wish to obtain cyber liability insurance, depending upon the school model.
- **Foreign Travel/Field Trip Liability:** Schools may wish to obtain liability insurance covering field trips and/or foreign travel, depending upon the school model. Additional Requirements For Schools

Indiana Charter School Board Additional Requirements

We are also aware that contracting with an Educational Management Organization Charter schools authorized by the ICSB that enter into a management agreement with an Educational Management Organization ("EMO") must factor in these additional requirements:

- The service agreement between the charter school and the EMO must require the school to be named as an Additional Insured on the EMO's liability policies.
- The EMO must obtain liability insurance coverage from an A-rated carrier naming the ICSB and the IDOE as Additional Insured on a primary, non-contributory basis. As noted above, a copy of the endorsement reflecting these additions must be submitted to the ICSB.



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- Workers' compensation insurance that complies with state law must be carried by whichever entity employs the school's staff. If both the school and the EMO employ staff, then each entity must carry the appropriate insurance coverage for their respective employees. If the school does not employ any of the staff or administration and does not carry workers' compensation insurance, then the service agreement between the charter school and the EMO must include a provision to indemnify the school against any liability for workers' compensation claims.

Based on the initial estimates, and the programming required, it would be our counsel that the following estimates could be used for budgeting purposes:

Year One Projection (2018-2019 Academic Year) – New School with Leased | Owned Space

Coverage	Premium
Liability	
Directors and Officers Liability, Educators Legal Liability, and Employment Practices Liability	\$4,780
Workers Compensation/Employer's Liability	\$5,460
Commercial General Liability (including "Abuse" or "Molestation")	\$2,435
Automobile Liability	\$1,035
Employee Dishonesty Liability	\$1,255
Cyber Liability	\$840
Umbrella Liability	\$3,050
Liability Cost	\$18,855
Property	
Business Auto	\$2,005
Business Personal Property & Business Income and Extra expense	\$875
Building (this line item would be removed if pilotED elects to lease rather than own)	\$4,560
Property Cost	\$2,880 \$7,440
Total Cost	\$21,735 \$26,295
Optional Coverages	
Law Enforcement Professional	\$1,760
Foreign Travel Liability	\$1,245

Estimates were made based on the following based on the following:

- 243 Students
- 29 Staff Members



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- 29 Staff Members



October 19, 2017

Brian Dickey
Office of Education Innovation
City of Indianapolis, Office of the Mayor
2501 City-Council Building
200 E Washington Street
Indianapolis, IN 46202

Dear Mr. Brian Dickey,

This letter confirms Indianapolis Public School's commitment to continue exploring an Innovation Network Partnership with **pilotED Schools** as they open their first school in Indianapolis in the fall of 2019. We recognize the strong background of **Mr. Allen and Ms. Dandie** and their combined experience in education, and are excited to have school leaders of their caliber interested in serving our students.

The mission of Indianapolis Public Schools is to prepare and empower all students for life with the goal of becoming the flagship in innovative urban education. It is through unique partnerships, like that we are exploring with pilotED Schools as an Innovation School Charter Partner, that we believe we will accomplish this goal.

Mr. Allen and Ms. Dandie were co-selected for the Innovation School Fellowship by a panel of representatives including IPS leadership, so we are confident of their vision and fellowship support to execute on that vision.

We look forward to a possible partnership with **pilotED Schools** as we collaborate to change the educational narrative of Indianapolis.

Sincerely,

A handwritten signature in black ink, appearing to read "Aleesia Johnson", with a long, sweeping horizontal line extending to the right.

Aleesia Johnson
Innovation Officer
Indianapolis Public Schools

ENROLLMENT

Enrollment Procedures & Paperwork

After enrolling to pilotED through Enroll Indy's OneMatch system, all students must complete the Enrollment Packet to complete the registration process. The Enrollment Packet requires the student's birth certificate (Kindergarteners have to be 5-years-old by August 1), immunization records that meet the CHIRP requirements, a photocopy of a parent and/or guardian ID, one proof of residence (utility bill, rent lease, pay stub), and other important paperwork. Students cannot begin classes at pilotED Schools until all completed documents are appropriately submitted to the front office staff.

Voluntary Withdrawal or Transfer

If, for any reason, a student must withdraw from school, the parent(s) and/or guardian(s) should inform the front office at least two days before the last day of attendance. School records will be forwarded when the new school requests them. Students who are not at least 18 years of age must have a custodial parent/guardian officially withdraw them. Parents have 48 hours to have students enrolled in another school or be reported to the appropriate child protection authorities. Students who are withdrawing from school and not enrolling in another school must attend an exit interview meeting with the principal and parent(s)/ guardian(s) unless the scholar is 18 years of age or older.

Change of Address/Phone Number

In the event a Student's home address, parent contact or daycare information changes, it is the responsibility of the parent/guardian to immediately notify pilotED's front office staff. Having the correct contact information is essential in an emergency.

STUDENT'S RIGHTS & RESPONSIBILITIES

Anti-Bullying and Harassment Policies

pilotED Schools expects students to treat each other in accordance with the goals of the school's positive culture and will respond to acts of harassment, intimidation, or bullying immediately. As is the purpose of the school's code of conduct and P.R.I.D.E. System, pilotED Schools holds sacred the learning, safety, and inclusiveness of our school community. Acts of bullying interfere with the pilotED model for a positive student culture and compromise a community of inclusiveness and joy. The bullying policy below is intended to outline how the school will prevent and respond to bullying and work alongside students and families to remedy situations as needed.

Bullying and Harassment Defined: pilotED Schools uses the International Bullying Prevention Association definition of bullying which is as follows:

1. "Bullying" means any severe, pervasive, or persistent act or conduct, whether physical, electronic, or verbal that:
 - a. May be based on a youth's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intra-family offense, place of residence or business, or any other distinguishing characteristic, or on a youth's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and
 - b. Shall be reasonably predicted to:
 - Place the youth in reasonable fear of physical harm to his or her person or property;
 - Cause a substantial detrimental effect on the youth's physical or mental health;
 - Substantially interfere with the youth's academic performance or attendance; or
 - Substantially interfere with the youth's ability to participate in or benefit from the services, activities, or privileges provided by an agency, educational institution, or grantee.

Where Bullying Can Occur:

- On the campus grounds and immediately adjacent to the school property including travel to and from bus stops or students walking to school;
- At pilotED-sponsored or related events away from campus ground;
- On any vehicle used by pilotED Schools; OR
- Through the use of any electronic devices owned by pilotED Schools or used by pilotED Schools.

While pilotED is not liable for incidents of bullying that occur outside school grounds (i.e. community locations, student homes), we acknowledge that these events do impact the academic success of students. As such, pilotED will take steps to resolve conflict in the event of bullying which occurs outside pilotED jurisdiction, but involves two or more pilotED students.

How Bullying Can Occur:

- At a location or function unrelated to pilotED Schools.
- Through the use of any electronic devices, including those not owned or leased by pilotED Schools.
- Bullying creates a hostile environment at pilotED Schools for the victim or witnesses, which infringe on their rights or materially and substantially disrupt the academic and cultural environment of the school.
- Retaliation against an individual who reports bullying, providing information about an act of bullying, or witnessing an act of bullying are prohibited.

Reporting Incidents of Bullying or Retaliation: pilotED Schools expects all staff members and volunteers to report incidents of bullying or retaliation they witness or are made aware of. Staff members should immediately report all such incidents to the Director of School Culture or the Principal. Students, parents, guardians, and community members are also encouraged to report incidents of bullying to the Director of School Culture or the School Principal. Reports of bullying by students, parents, and community members may be made anonymously, at which point the school administration will investigate to determine what outcomes, if any, are able to be determined from the anonymous report.

Investigating Incidents of Bullying: Prior to the investigation of an incident, the School Principal, or designee, will take steps to ensure the safety of the alleged victim referenced in a reported bullying incident. These steps will be designed to restore a sense of safety to the victim and to protect them from further incidents if necessary. Examples of such steps taken include designating a staff member to serve as that alleged victim's "safe" person, altering the alleged bully/bullies' seating or schedule to reduce access to the alleged victim or creating a safety plan in consultation with the alleged victim. Once an investigation is concluded, further steps will be taken as needed to assure the continued safety of the victim from additional incidents of bullying or retaliation.

The school principal, or designee, will, when appropriate, notify the parents or guardians of victims, offenders, and if appropriate, witnesses to an incident of bullying behavior about the nature of the incident and the procedures and steps in place for responding to it. The school principal, or designee, will determine if parents or guardians should be informed prior to or after the investigation of an incident.

Reporting to Law Enforcement Agencies: If pilotED Schools determines that the reported incident may involve criminal activity or the basis for criminal charges, information about the incident may be conveyed to the appropriate law enforcement authorities. As part of making this determination the school principal, or designee, may wish to consult with either a law enforcement officer or legal counsel.

pilotED Schools will notify these groups of incidents of bullying only to the extent allowed by law. Notification will be undertaken solely to ensure that services are provided to victims and bullies and to protect victims from further or sustained victimization. pilotED Schools will make every effort to protect the confidentiality of those who report bullying incidents. The School Principal, or designee, is responsible for investigating reports of bullying and can be reached by email or phone provided in the Student and Family Handbook. An investigation of an incident will be initiated no more than one day after the School Principal, or designee, receives a report of bullying and will conclude no later than 30 days after the receipt of such a report. As part of the investigation, the school principal, or designee, will interview any involved or relevant parties including alleged victims, offenders, witnesses, staff, parents or guardians.

pilotED Schools will provide confidentiality as far as possible to relevant parties as part of the investigation, and inform all relevant parties that retaliation for reporting acts of bullying is prohibited. Records of the investigation process should be maintained and may be included in a digital database to generate a more accurate picture of bullying behaviors at pilotED Schools. Where necessary, provisions will be made to include the advice of legal counsel. In investigating an incident of bullying, the school principal, or designee, will seek to ensure that the reported incident is one of victimization, a sign of bullying, rather than of conflict. Thus, when investigating a reported incident, the School Principal, or designee, will attempt to determine, through interviewing the victim, what mechanisms the victim had and has access to for halting the incident that occurred, and preventing future such instances. If the victim reports a few or no mechanisms for ending the incident or constructively dealing with future instances, that information will serve as compelling, though not conclusive evidence that the reported incident was an incident of bullying.

The School Principal, or designee, is charged with making determinations as to whether a reported incident constitutes a case of bullying. These determinations will be made in consideration of the totality of the facts and the

circumstances surrounding the incident. If the School Principal or designee determines that an incident of bullying has occurred, the principal or designees will take steps outlined in the pilotED Schools Discipline Policy to prevent the recurrence of an incident and restore the safety of a victim.

Consequences of Bullying and Retaliation: pilotED Schools recognizes that for sanctions to be an effective component of a bullying prevention plan, they must be applied consistently, fairly, and equitably. Consequences must be designed to (1) appropriately correct the bullying behavior; (2) prevent another occurrence of bullying or retaliation; and (3) protect the victim.

pilotED Schools shall ensure that staff follows these guidelines as closely as possible, while allowing for flexibility to adapt sanctions to individual contexts. Furthermore, to ensure equity in applying sanctions, measures will be applied on a graduated basis determined by the nature of the offense, the disciplinary history of the student involved, and the age and developmental status of the student involved. Responses to incidents of bullying are outlined in the Student and Family Handbook. Potential consequences of bullying include, but are not limited to:

- Restorative conferences
- Assigned detentions or change in tier status
- Change in privileges
- Limitations to participation in athletic or other organized pilotED Schools' events
- Limitations, bans, or suspensions from pilotED Schools' facilities
- Suspension or expulsion

Sanctions will be applied within one day of the determination that an incident of bullying has occurred, unless an appeal of the incident by the bully has been received by the school administration in a timely manner. To ensure that single incidents of bullying do not become recurring problems, pilotED Schools will always refer victims and offenders involved in an incident to services in addition to imposing sanctions on offenders. pilotED Schools does not endorse the use of punitive strategies associated with "zero-tolerance" policies when applying sanctions to an incident of bullying.

Retaliatory behavior in response to a bullying investigation or finding is prohibited for all employees, volunteers, and students at pilotED Schools. Consequences for retaliation may include, but are not limited to:

- Assigned detentions or change in tier status
- Change in Privileges
- Limitations to participation in athletic or other organized pilotED Schools' events
- Limitations, bans, or suspensions from pilotED Schools' facilities
- Suspension or expulsion

Appeals Process: The person accused of bullying, a target of bullying, and/or anyone who is not satisfied with the outcome of the initial investigation, may appeal to the designated higher-level authority.

- Such party who is not satisfied with the outcome of the initial investigation may appeal to the designated higher-level authority.
- Appeals must be made within 30 days of the conclusion of the initial investigation.
- The secondary investigation shall be completed within 30 days of receipt of appeal, unless:
 - Circumstances require additional time to complete a thorough investigation
 - The higher-level authority sets forth those circumstances in writing
 - The additional time is not to exceed 15 days
- Those filing an appeal shall be informed of the right to seek further redress under the following federal civil rights and education laws
 - Title IV and Title VI of the Civil Rights Act of 1964
 - Title IX of the Education Amendments of 1972
 - Section 504 of the Rehabilitation Act of 1973
 - Titles II and III of the Americans with Disabilities Act

- Individuals with Disabilities Education Act (IDEA)

Publication & Contact Information: This policy will be made available to pilotED Schools’ students and parents/guardians and made available on the school’s website. The school will continually update necessary stakeholders as the policy is updated and evaluated annually. Any concerns regarding how the school upholds the Anti-Bullying and Harassment policy, commentary, questions, or suggestions should be addressed to the School Principal.

Restorative Justice Practices

Creating a highly effective Restorative Justice program at pilotED’s first campus will require highly-trained staff and buy-in from teachers, parents and students. At minimum, both the Director of School Culture and the Culture Coach will be trained to implement restorative practices. In addition, the entire student body will be introduced to Restorative Justice systems through in-class lessons, regular peace circles and peer engagement throughout the year. The Director of School Culture and Culture Coach will be responsible for implementing the Restorative Justice program throughout the school year with the use of peace circles, peer jury and peer mentor (among others) for students, teachers and parents.

School Colors, Mascot, Creed

Colors: Maroon, Navy Blue, Black

Mascot: Phoenix

Creed:

Uniform Policy

pilotED Schools requires uniforms in keeping with our positive culture goals more broadly which include the following:

1. Help students feel a deep sense of belonging and ownership of their school community.
2. Create an environment that minimizes stress and trauma for our students and promote equity while affirming identity (socioeconomic, gender).
3. Build habits of leadership in our students that enable them to feel a sense of self-worth and purpose.

pilotED’s leadership team reserves the right to exercise discretion to make uniform changes or case-by-case uniform decisions throughout the school year to maintain an environment that supports school unity, professionalism, equity, and inclusion.

pilotED students will receive uniform polos and gym t-shirts at the beginning of the academic school year (free of cost). If a student is in need of extra uniform tops, they can be purchased from the Front Office.

- **Uniform Tops:** Students are expected to wear a top with the pilotED logo on it every day, including outerwear like sweatshirts. A variety of tops will be provided to students for purchase or as rewards from the school that can be worn any day.
- **Uniform Bottoms:** Students are expected to wear grey, black, or khaki-colored pants. Jeans are not allowed. Joggers and sweatpants can be worn on gym days only.
- **Shoes:** Students can wear a variety of shoes provided that they follow the appearance guidelines for shoes.

Appearance	Expectation
Shirts	<ul style="list-style-type: none"> • pilotED Schools logo • No bare midriffs • No cutoff sleeves • No visible undergarments (unless an undershirt that is white/black/grey or the collar of the top being worn)
Pants	<ul style="list-style-type: none"> • Must be worn with a black or brown belt • No cargo pockets • No flairs

	<ul style="list-style-type: none"> • No polyester materials, yoga pants, or lounge pants • No sagging pants and/or exposed underwear • No sweatpants
Belts	<ul style="list-style-type: none"> • Must be worn when appropriate • No sparkles or metallic colors • No large buckles
Shoes	<ul style="list-style-type: none"> • Must be closed toed • No sparkling or blinking shoes • No heels • No wheeled shoes of any kind

Spirit Days, Open Dress Days, and Other Events: pilotED Schools will, from time to time, have spirit weeks or days, where exceptions to the uniform policy will be made. For these days, the leadership team will provide specific guidelines about what dress is expected.

Accessories and Appearance Guidelines:

pilotED will use the following guidelines to determine acceptable types of accessories, shoes, jewelry, hair ties, headbands, etc.

1. **Safety and Security:** Categorized by clothing deemed to be unsafe or unfit for day-to-day school activities (e.g open toed shoes), encouraging of violence, or gang-related behavior.
2. **Vulgarity and Inclusiveness:** Categorized by clothing that is vulgar, supportive of drugs, alcohol, bigotry, sexism, racism, or otherwise offensive materials or messages
3. **Academic and Behavioral Distraction:** Categorized by clothing that distracts from the attention of other students (e.g. jingling bracelets or earrings, blinking shoes, etc).

The guidelines below describe the school's specific approved and otherwise not approved accessories and appearance. Because pilotED Schools cannot predict every situation, the pilotED staff encourages students to ask the school leadership when a situation is unclear.

Accessory	Approved	Not Approved
Earrings	Most earrings	<ul style="list-style-type: none"> • Flashing earrings • Hoop or dangling earrings larger than ½ inch
Watches & Bracelets	Most watches and bracelets	<ul style="list-style-type: none"> • Bracelets that make noise • Bracelets with spikes • Bracelets with profane or vulgar writing • Bracelet candy • Apple Watches/FitBit (if they are deemed to be a distraction or used to violate other school policies)
Rings	Most rings	<ul style="list-style-type: none"> • Rings greater than the diameter of a nickel • Ring Pops • Rings with sharp edges or otherwise deemed dangerous
Headbands	3 inches wide or less	<ul style="list-style-type: none"> • Bandanas • Headbands that extend more than 1 inch off the head
Necklaces	Most necklaces Necklaces that lie more than 1 inch past the collar must be tucked into shirt	<ul style="list-style-type: none"> • Candy necklaces • Chokers • Flashing necklaces

		<ul style="list-style-type: none"> Necklaces with profane or vulgar references on them
Hats	Provided by pilotED Schools Cultural / Religious purposes	<ul style="list-style-type: none"> Baseball caps Hats not for religious purposes

*pilotED Schools is not responsible for any lost or stolen accessories or clothing items that students bring to school.

Out of Uniform Consequences

When a student is out of uniform the school will work with the student and a family member to correct it.

- If a student cannot get in contact with a parent/family member to bring the appropriate uniform, the school will lend uniform clothing (of whatever size and fit is available). If the uniform item is not kept in good condition, then the family will be responsible for reimbursing pilotED Schools.
- Students frequently arriving out of uniform (more than 3 times) will have a parent or family meeting scheduled to discuss ongoing strategies to ensure the student follows the school uniform policy.
- If a student frequently changes their uniform throughout the day despite requests from staff to change it, consequences will be given by the Director of School Culture.

Exceptions to Uniform or Dress Code on Behalf of Religious Observances: pilotED Schools will recognize religious observances for students and work together with parents and students to adjust uniforms as needed. Parents must contact the pilotED School Principal or Director of School Culture to request accommodations. Parents are asked to make requests prior to the start of the school year.

Student Code of Conduct (Explanation of Leveled Offenses/Responses)

pilotED uses corrective responses to address student misbehavior and assign appropriate consequences. Corrective responses include a focus on instruction in appropriate behavior, culturally responsive support strategies and social emotional learning opportunities. The goals of assigning corrective responses is to maintain a safe environment, maximize all students' learning, and improve students' behavior and problem-solving skills. Appropriate interventions and consequences for students place an emphasis on correcting student behavior through classroom and school-based resources with as little student removal from the classroom as possible. All interventions will balance the needs of the student, needs of those affected by the behavior and the needs of the overall school community. When teachers and/or administrators consider corrective responses, restorative practices, or instructive consequences, the following factors will be considered:

- Student's age, developmental level, and grade;
- Student's prior behavior patterns and responses to interventions;
- Student's willingness to acknowledge his/her behavior;
- Student's willingness to make restitution;
- Impact of the incident on the overall school community;
- Student's intent and the severity of harm caused; and
- Parent/family's level of involvement.

Levels of Corrective and Restorative Responses

- Level 1 (Classroom and Building Based Corrective Responses):** Level 1 corrective responses are appropriate for inappropriate behavior that should be managed by the teacher in the classroom and usually does not warrant a discipline referral to the administrator. These behaviors are of low level intensity, can be passive in nature, and are non-threatening. Level 1 corrective responses will NOT include removal from instruction, and the classroom teacher determines consequences.
- Level 2 (Support Staff, Administrative and Classroom Teacher Corrective Responses):** Level 2 corrective responses are appropriate for inappropriate behavior that should be managed by the teacher, with possible assistance from an administrator or member of the culture team, if needed for access to supports. These infractions will be addressed with corrective responses that will NOT include removal from school, but may include time in the reflection room.

- **Level 3 (Intensive Personalized Corrective Responses):** Level 3 corrective responses are appropriate for inappropriate behaviors that are chronic in nature, significantly interfere with others' safety or learning, are of a threatening or harmful nature and/or are legal violations and warrant administrative involvement. Level 3 responses to behavioral incidents may include in-school suspension on the first violation, if it is a safety related behavior.
- **Level 4 (Corrective Responses for Serious Violations):** Level 4 corrective responses are appropriate for inappropriate behavior that seriously affects the learning environment or the safety of the student and/or others in the school or is a legal violation. Corrective responses at this level could include extended suspension, expulsion and/or referral to law enforcement.

Suspension and Expulsion

In the event of possible suspensions and/or expulsions, pilotED will follow the guidelines established by the IPS Student Code of Conduct stated below:

Whenever a student is accused of committing a violation of the Student Code of Conduct, he or she has the right to due process. This means that he or she must: (1) be informed of the charges and evidence, (2) be provided with an opportunity to present his or her side of the case; and (3) be provided with an opportunity to appeal the decision.

A student or parent may request that the student stay in school during the appeal of a suspension. A student determined by the principal or the Director of School Culture to be a danger to himself or herself and others or is likely to be disruptive or destructive shall not be allowed to attend school during the appeal process.

Appeals are to follow the Procedures for Resolution of Parent/Guardian Concerns.

Facility Plans

2710 Bethel Ave, Indianapolis



Major Annual Facility Expense Assumptions

Loan/Lease Payment (5-Year Average)	\$241,971
Utilities (est)	\$75,000
Insurance (est)	\$35,000
Total	\$351,971
% of ADM Funding (Y1-Y5 average)	9.26%

Enrollment Projections

2018 (Y1)	2019 (Y2)	2020 (Y3)	2021 (Y4)	2022 (Y5)
243	324	405	486	567

Space Needs

Classrooms	2018 (Y1)	2019 (Y2)	2020 (Y3)	2021 (Y4)	2022 (Y5)
Grades Served	K-2	K-3	K-4	K-5	K-6
General Ed	9	12	15	18	21
Specialty	2	2	3	3	3

Restrooms	2018 (Y1)	2019 (Y2)	2020 (Y3)	2021 (Y4)	2022 (Y5)
Female (Toilets)	4T	5T	6T	7T	8T
Male (Toilets + Urinals)	2T + 2U	3T + 2U	4T + 2U	5T + 3U	5T + 3U
Current config. sufficient?	Yes	Yes	Yes	Yes	Yes
Additional units needed	No	No	No	No	No

Construction/Renovation Plan

Spring/Summer 2018 (Y1)	<ul style="list-style-type: none"> Relocation of student cafeteria from 2nd floor to 1st floor to increase capacity, accessibility, and access to the outdoors New vinyl flooring throughout all corridors, open spaces, and classrooms Updated LED lighting in all corridors, open spaces, and classrooms New HVAC system to replace current system New paint throughout all corridors, open systems, and classrooms Renovations of current staff lounge Patching to roof, where necessary External paint and sealant treatment to all outdoor brick surfaces New exterior lighting and signage
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Budget Narrative

pilotED Schools seeks to empower the ways in which students see themselves and the world around them using a model steeped in social identity development, civic engagement, and academic excellence.

With all of our expenses tied to a specific focus area of our mission & vision, we have coded each expense using the following system:

- **Social Identity Development (ID)**
- **Civic Engagement (CE)**
- **Academic Excellence (AE)**

Personnel Direct Charges (AE)

Salaries Y0: \$62,668.00

1. Founding School Principal (start-up)- The School Principal will serve as the chief administrator of the school in developing and implementing policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.
2. Director, Curriculum & Instruction (start-up)- The Director of Curriculum & Instruction will assist the school in strengthening instructional programs through a strategically planned, standards-based approach with a focus on narrowing achievement gaps. The DCI will provide frequent observations and coaching for teachers and staff to improve and enhance instructional programs. Furthermore, the DCI will be responsible for the selection and development of all necessary curriculum and provide professional development on these curricula and relevant instructional strategies.
3. Director, School Culture (start-up)- The Director of School Culture will work in a highly visible leadership capacity to maintain a supportive, productive, and enriching school culture. The DSC will play an instrumental role in establishing and reinforcing high expectations for positive student behavior. The DSC will maintain consistent and constructive communication with teachers, administrators, and student families in an effort to ensure that school culture norms are effectively defined and reinforced.

Fringe Benefits – None

Travel (AE)

Travel Y0: \$16,875.00

- a. Professional Development Travel: This travel budget includes in-state and out of state travel expenses that will be incurred traveling to- and from- professional development workshops such as the Danielson Framework (teacher observation, feedback, and evaluation) and the Uncommon Institute (behavior and culture). Travel expenses include paying for hotels and airfare for various leadership team members.

Travel Y1: \$24,200.00

- b. Professional Development Travel: See above
- c. Student Field Trip Travel: This travel budget includes coverage of student field trips in and out of Indiana. This cost is necessary because access to authentic learning and exploration is vital to an equitable education for students pilotED intends to serve who may not traditionally receive such enrichment opportunities due to their geographic location and socio-economic status. We will sustain this cost using per-pupil funds in subsequent years as we reach full enrollment.

Travel Y2: \$11,700

- d. Professional Development Travel: See above - this cost will continue to taper-off as we improve our internal professional development series which will eventually be led by leadership team members who have attended external PDs previously.
- e. Student Field Trip Travel: See above

Property & Equipment (AE, ID, CE)

Property & Equipment Y0: \$76,690

- a. Community Outreach- Bethel Park Outreach: This focus aims to bring families and other community members to build partnerships with us, which are integral to our civic engagement core values. Startup engagement activities include park days, sidewalk talks, volunteering opportunities, and community workshops.
- b. Furniture – Classroom & Office: As a start-up, our facility will need to be fully-furnished to create the ideal academic experience for students -- tables, desks, cabinets, shelves, chairs.
- c. Technology: pilotED intends to be a 21st Century School that operates with integrated technology. Our staff will use technology-infused discovery activities to bring the focal point to the student as the central explorer of his or her own learning -- staff laptops, student tablets, and Chromebooks, classroom projectors, screens, and other products that will eventually taper-off in need due to us reaching full staffing and full student enrollment.
- d. Student Play Equipment: Knowing that early primary students learn holistic ways to engage with others through play, pilotED intends to purchase student outdoor supplies and playground equipment.

Property & Equipment Y1: \$165,215

- e. Furniture – Classroom, Office, Lounge, Kitchen, Storage: See above – this cost will eventually taper-off as we grow to full capacity and our furniture needs per student go down.
- f. Technology – Tablets, carts, laptops: See above – this cost will eventually taper-off as we grow to full capacity and our technology needs per student go down.
- g. Instructional Supplies: To ensure our students are receiving an academically rigorous and well-rounded education, we will purchase necessary math & ELA manipulatives, sports equipment for physical education, science equipment, and art supplies

Property & Equipment Y2: \$46,120

- a. Furniture- Classroom, Kitchen, Office: See above – this cost will eventually taper-off as we grow to full capacity and our furniture needs per student go down.
- b. Technology: See above

Supplies (AE, ID, CE)

Supplies Y0: \$1,030

- a. Community Outreach – Bethel Park Outreach: As a start-up, our presence will need to be shown within the Bethel Park community. Supplies such as banners, printing for flyers, and other outreach items will be purchased.

Supplies Y1: \$28,300

- a. Instructional Supplies: These items are essential for equitable student learning as they help our students come prepared regardless of socio-economic statuses: uniforms, PBIS awards, notebooks, pencils, paper, crayons, scissors, glue sticks, classroom decorations, etc.

Supplies Y2: \$149,221

- a. Curriculum: ELA, math, and social studies curricula as our students grow into their upper elementary years creating the need for new curricula. Additionally, we will replenish workbooks of previously purchased curricula.
- b. Community Outreach: Bethel Park outreach days, school dances, Literacy Nights, parent workshops, Earth Day celebrations, etc. These supplies will ensure we have a well-rounded positive school culture for our students to learn within and for our parents to engage with.
- c. Assessments: NWEA, Fountas & Pinnell, 5 Essentials, other summative assessments will be purchased to ensure we are tracking student learning and achievement year-over-year.
- d. Extracurricular Supplies: With clubs and sports leagues playing an important role in the building of a student's team-mindedness, leadership skills, and physical wellness, we intend to purchase any necessary equipment: jerseys, club memberships (Community Problem-Solving, Science Olympiad), sporting membership dues, etc.
- e. Professional Development: The following PDs require supplies, food, and other materials to be delivered effectively: academic, culture, data analysis, and social identity.
- c. Instructional Supplies: See above -- this cost will eventually taper-off as we grow to full capacity and our supply needs per student go down.

Contractual (AE, ID, CE)

Contractual Y0: \$32,775

- a. Professional Development & Licensure: The success of pilotED is driven by the capacity of our people. Therefore, we are investing in our leaders and teachers to attend

professional development workshops across the country so that they may learn, bring back best practices, and build their capacities.

- i. Danielson Framework PD Training
 - ii. Kickboard PD
 - iii. Uncommon Workshop
 - iv. Nonprofit Finance PD
 - v. CPI PD
- b. Technology: Our student SIS system, PowerSchool, requires an upfront start-up cost to get our team setup and on-boarded.

Contractual Y1: \$82,000

- a. Technology Setup: A robust communication network is extremely crucial for our school because our school model relies heavily on the use of Kickboard, PowerSchool, and other software.
- b. Special Student Populations: As a startup school without full enrollment, pilotED will utilize a SPED service provider to monitor IEPs, train staff, handle compliance, reporting, and create systems for our SPED department. In Y4, pilotED will hire a Director of Specialized Services to further develop and implement the systems and approaches in their department.
- c. Professional Development: With our quarterly FlightSchool PDs which focus on anti-racism and breaking bias pedagogies, we will hire an outside provider to visit the campus on a quarterly-basis to lead the PDs, build systems, and evaluate the staff's effectiveness of enacting such practices.
- d. Licensure to Build Staff Capacity: Knowing that there is a shortage of high-performing teachers and educational staff across the nation, pilotED will set aside scholarship funds to increase the capacity of their instructional aides, teachers, and admin. Funds will be used to provide licensure courses, reimburse textbook expenses, and reimburse course expenses associated with capacity-building.

Contractual Y2: \$89,000

- e. Technology and SIS Costs: See above
- f. Professional Development: See above
- g. Licensure to Build Staff Capacity: See above
- h. Special Student Populations: In addition to what is listed above for our SPED service provider, pilotED will also conduct a small partnership with an outside coordinator/evaluator to routinely check on the effectiveness of our English Learners department.

Total Grant Amount Requested:

\$785,794.00